DOCUMENT RESUME

ED 424 125 SO 027 273

AUTHOR	Back, Don; Coppinger, Barry; Freed, Erin; Fuderich, Rob; Hope, Judy; Jacob, Mary; Perera, Jay; Pfeiffer, Kay; Ramos, Flavia; Styles, David; Styles, Patti Driscoll
TITLE	A Global Education Resource Directory for Western Massachusetts.
INSTITUTION	Massachusetts Univ., Amherst. Center for International Education.
PUB DATE	1988-00-00
NOTE	174p.; A product of the Global Horizons Project of the Western Massachusetts Consortium for Global Education.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; *Global Approach; *Global Education; Interdisciplinary Approach; *International Education; Multicultural Education; Social Studies; Teaching Methods; World Affairs; World Geography; World Problems
IDENTIFIERS	Massachusetts (West)

ABSTRACT

This directory offers a variety of resources and teaching ideas for addressing global education issues across the school curriculum. The directory was developed by teachers from all grade levels and represents only a fraction of materials available for teaching from a global perspective. The book is divided into sections for elementary, middle, and secondary schools, along with a section on the International Resource Center Collection at the World Affairs Council, Springfield, MA. Suggestions are offered for lesson planning, the use of country case studies, inclusion of literature and other arts in the curriculum, and the use of maps. Each section contains a bibliography related to the specific grade levels. (EH)

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Amherst, MA 01003 USA
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The production and distribution of this book were financed by the Western Massachusetts Consortium for Global Education (**Global Horizons** Project) and the Center for International Education. The **Global Horizons** Project is made possible through a grant from the Massachusetts State Board of Regents.

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A Global Education Resource Directory for Western Massachusetts

Written and Compiled by

Don Back
Barry Coppinger
Erin Freed
Rob Fuderich
Judy Hope
Mary Jacob
Jay Perera
Kay Pfeiffer
Flavia Ramos (Cover Design)
David Styles
Patti Driscoll Styles

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Global Horizons Project:

A Global Education Resource Directory for Western Massachusetts

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* Foreign Language Teachers Collaborative of Western Massachusetts
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* Massachusetts Association of Educational Media - Western MA Chapter
* Western Massachusetts Council for the Social Studies
* Western Massachusetts Five College/Public School Partnership
* World Affairs Council of Western Massachusetts, Inc.

Fall 1988

Western Massachusetts Consortium for Global Education

Preface

The *Global Horizons* Project represents the spirit and ideas of many people from all over Western Massachusetts, from the dozens of public school teachers and librarians who participated in the Spring Seminar Series and Summer Institute to the nonformal and higher education people who contributed to this directory and made themselves available as resources and supporters.

Throughout the first year of *Global Horizons*, collaborative planning and participation has been both the method and the goal of our efforts in bringing educators together and collecting resource information. Always the image of a school classroom has been foremost in our minds, whether the resource directory team was discussing lesson plans and directory outlines, or the Summer Institute trainers were planning their workshops. We tried to listen to the needs and desires of the teachers in the schools of Western Massachusetts as they planned to enter those classroom everyday.

This directory was conceived and compiled by a team of educators -- local public school teachers and librarians, university teachers, people from local international education organizations -- people actively working for better global understanding and awareness through volunteer efforts and nonformal education programs. This directory embodies a range of perspectives and personalities; our most difficult decision became the question of when must we stop and take our manuscript to the printer!

This directory is not complete, nor was it ever intended to become a complete, finite volume. What you find within these covers depicts our attempts to answer specific questions and assist specific needs that we heard expressed by colleagues and friends throughout our planning and writing process. Many more needs and questions, lesson plans, curricula packages and resource materials than collected here exist within the file-drawers, book shelves, and minds of your colleague and neighbors. There are other global education resource directories, manuals, and resource centers to be tapped. This is only a beginning.

We hope that this directory sparks and rekindles your interest in bettering our global understanding and imparting that interest and love of cultural diversity to the students we all work with everyday.

The Resource Directory Team
Global Horizons Project
Amherst, MA

Acknowledgements

Many people have contributed to the creation of this directory in many different and distinctive ways. We chose a participatory process and philosophy for collecting the information and writings found in the following pages. In following this avenue a core consultant team was created that acted as a nucleus with many extended and expanding branches.

In addition to this core writing and researching team, there were Consortium member staff who supported and advised us during the entire process. This directory exists because of the efforts and dedication of these many people. Special mention must include: Jane Benbow, David Styles, Judy Hope, Jo-Anne Pach, Greg Thompson, and Dan (Doc) Coster for their creativity and patience. The final copy of this directory would not have greeted the new year without the administrative assistance of Natalie Cushman, Barbara Carr, and, *of course* - Anna Donovan. Sue Root, Mary Alice Wilson, and Principal Investigator of the project - George Urch, smoothed the path.

Also, thanks are due to the Literacy Support Initiative at the University of Massachusetts/Amherst for use of their computers and printer.

Kay Pfeiffer
Editor
Center for International Education

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Global Education - Trends and Definitions

George E. Urch
Associate Dean for Academic Affairs
School of Education
University of Massachusetts, Amherst

Introduction

When global-minded educators get together, they often discuss a litany of woes concerning the inadequacy of the nation's schools to deal with contemporary world affairs. This inadequacy is relatively easy to identify. It is only necessary to mention a few statistics about education in the United States.

- -- one secondary school in five has no foreign language instruction;
- -- fewer than 8% of all secondary school graduates achieve competence in a foreign language;
- -- less than 1% of American college students study aborad;
- -- in a recent California survey, freshman college students were given a blank map of the world. One-third could not locate Great Britain, one-half could not find France, and about the same percentage could not locate Japan. New Zealand was a pretty good guess.

Our nation's global ignorance is more noticeable, but then again few nations promote an educational system which corresponds sufficiently to the realities of global conditions, events, and issues. Most nations use their schools to promote the dominant political culture and their own manifest destiny.

However, good things have been happening recently and it bodes well for the future of our younger generation. Listed below are a random sample of these happenings at the national, state, and local level.

National Level

Once again in the United States education is in the limelight and educational reform is the talk of the country. During the past few years there have been a series of national commission reports, and over thirty states have organized blue ribbon committees to look at *A Nation at Risk*. The focus on educational reform has spilled over into global and international education. In May 1987, the Honorable George Shultz, Secretary of State, met with members of the National Study Commission on Global Education to receive a copy of their report entitled, *The United States Prepares for Its Future: Global Perspectives*

in Education. The central question addressed by the Commission was, "What knowledge and skills should our students now have in order to function most effectively in a changing world?" The Commission, led by Clark Kerr, former Chancellor of the university system in California, focused on the connection between citizenship education and global perspectives in education. The Commission used as a rational the international market place and the nation's need to compete economically.

The same theme could be found in bills prepared by Congress last year when it asked for fund for such programs as the "International Education for a Competitive America Act of 1987" and an amended Higher Education Act to develop "Centers for International Business Education." Both were designed to provide money for higher education to promote the expansion of foreign language and international education programs designed to strengthen the competitiveness of American business and industry.

The federal government also saw the need to move beyond higher education. Last year it gave money to Global Perspectives in Education, a nonprofit organization based in New York, dedicated to promote global awareness in American schools. The money was to be used to encourage local community projects which promote a favorable climate for international awareness. The projects ranged from the preparation of local materials and handbooks to the promotion of international student exchanges, to international festivals and seminars.

Federal interest also coincided with the 100th anniversary of the nation's National Geographic Society. Together they helped to rekindle an interest in geography, long a dormant subject in American schools. Stressing the fact that the U.S. cannot successfully compete in the world markets, or conduct enlightened foreign policy if its people are ignorant of geography, the Society made a major commitment to redress the situation. In January 1988, the Society announced a program to promote geography education in American schools through initial gifts amounting to twenty million dollars.

On a more professional level, a new organization is slowly emerging. Called the Alliance for Global Education, it is attempting to bring together kindred spirits who want to operationalize the goals of the National Study Commission. The influence of the Alliance could be seen in St. Louis, Missouri in May 1988 when over 2,000 people came together to attend the American Forum on Education for International Competence. The Forum attracted state and local government officials, international business representatives, public school officials, and people involved in higher education. Its purpose was to encourage support for global and foreign language educators. The gathering was considered a success and has helped to energize the leadership in this area.

State Level

Shifting form the national scene to the states, educators are beginning to realize that state governments are now taking charge of educational reform. Over half the states have introduced legislation and passed government directives to improve education and the teaching profession. The reform has also affected international education. Traditionally,

states have been xenophobic in their outlook. They are now more aware of the global influence in their own backyards, especially the international role of their economies.

Florida is a good example of an active state. An international education program began in the governor's office in the early 80's. In 1986, an Office of International Education became part of the state bureaucracy with a line item budget. Some examples of their far-ranging activities include: (1) an international volunteer corps which provides technical assistance to Caribbean and Latin American countries; (2) foreign language programs in the elementary schools; (3) the establishment of six International Linkage Institutes which link Florida colleges and universities with institutions ion other parts of the world; (4) an international Baccalaureate Program in selected secondary schools; and, (5) a Global Awareness Program which focuses on the pre- and in-service training of social studies teachers in both elementary and secondary schools.

California is another state that has been in the vanguard of developments. In 1986, they launched an International Studies Project that provided funding for curriculum materials, six resource centers, and a teacher education effort. In addition, the state provided money for the development of a consortium, led by Stanford University's Center for Research in International Studies, in order to develop prototype materials for the classroom.

The Commonwealth of Massachusetts also has become involved. In 1987 the state legislature appropriated $300,000 to promote global awareness programs throughout the state, The University of Massachusetts Center for International Education was fortunate to attract some of those funds. In January 1988, it launched the *Global Horizons* Project. The primary goal is to create a core of elementary and secondary teachers, librarians and administrators who can creatively use area resources to supplement learning in all subject disciplines with a global component. Activities during the first year include:

1. A series of late afternoon seminars on specific topics for educators in Western Massachusetts;
2. A two-week intensive Summer Institute for fifty educators;
3. The development of an International Resource Center to serve as the clearinghouse for curriculum materials and human resources; and,
4. The development of a Global Education Resource Directory.

Local Level

At the local school district level momentum depends on the leadership and knowledge of the teachers and administrators. A closer look indicates that there are about five basic approaches that are being used at the elementary and secondary level. They overlap, but there is some distinctiveness.

1. The School develops a series of area studies which includes an exploration of large and small geographical regions. These studies often begin in the early elementary grades with stories of children in other lands and continue through secondary school. At times, foreign language study becomes part of this effort. A comparative approach becomes part of the program.

2. The school is asked to contribute to an idealized view of society in which cultural diversity is a foundation for unity and equality rather than divisiveness and discrimination. Ethnic groups are encouraged to understand their own ethnicity first and then transcend it to study other ethnic groups in the nation and the world.

3. The school focuses on the concepts of an interdependent global system. Students study this interdependence -- politically, economically, socially -- in order to promote a better understanding of international affairs and the nature of a global society.

4. The school emphasizes a global survival approach. The focus is on the complex problems and issues that confront the world and which need immediate attention. These include: (a) cultures in conflict; (b) the exploitation of natural resources; (c) the pollution of the environment; and, (d) population distribution.

5. The school asks students to assume the position of world citizens. Students are then given knowledge and skills to look carefully at the world's problems. The problems are usually approaches through such subject matter disciplines as science and technology, economics, political science and sociology.

These approaches, along with an infusion of more geography tend to be on the increase. More experimentation is needed to fully understand the practice which flows from these approaches. However, the launching pad is there and teachers and administrators have begun -- *it is time.* The world cannot afford to wait any longer.

Amherst, MA

ELEMENTARY SCHOOL

HOW TO WRITE A GLOBAL STUDIES UNIT

By Erin Freed
Shelburne Falls, MA

So....you want to write a global studies unit? If you've already begun to think about this, you've probably confronted a barrage of questions like: Where do I start? How can I get the information and materials I need with limited planning time and virtually no money? How will I organize it? What should it be about -- and NOT about? What activities will I plan? And, how will I make sure that all of the lessons come together to form a coherent, meaningful experience for my students?

Luckily, these potentially unruly questions can be sorted into seven manageable categories.

1. Goals and Objectives
2. Content
3. Research
4. Organization
5. Methods/Lesson Plans
6. Materials
7. Evaluation

Sound familiar? If it does, you're halfway there.

1. Goals and Objectives

The success of your unit-to-be will depend greatly on whether or not you create a set of clear and pertinent goals and objectives. These will mark the breadth and scope of the learning experience. Remember that the shortest distance between two points is a straight line. If thought out carefully, your goals will provide both you and your students with a clear destination toward which you can lay your tracks.

In setting your goals and objectives, you may want to consider all or some of the following questions:

AREA vs. ISSUE

Will it be a unit on a particular country or area such as South Africa or Southeast Asia, or on a particular issue such as hunger or pollution. Some examples of goals for an area approach are -

* The students will have knowledge of the history of the South African people.
* The students will be familiar with the laws governing people of different skin color.
* The students will successfully analyze the situations of selected individuals from South Africa.

Some goals for a unit on hunger may be -

* The students will have knowledge of the interdependence of the world's countries in food production.
* The students will have knowledge of the breadth and scope of the world hunger problem.
* The students will be familiar with the history of food distribution.
* The students will analyze current issues such as aid to drought-stricken regions.

Specific behavioral objectives may be written here or after you have settled on the specific content and methods of your unit.

BREADTH & SCOPE

What amount of information (either area or issue aspects) will your unit cover and not cover, to what depth, and how many days/weeks will it take? Again, this is just a preliminary guess. Feel free to adjust this later as you see fit.

TYPE OF INFORMATION

Will your information be factual, expressive, experiential, biographical, artistic, political, historical, economical, societal, practical, etc., or a mixture.

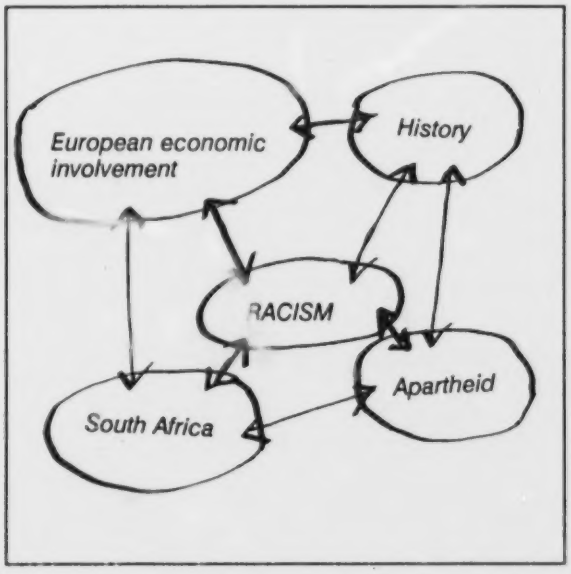
INTEGRATION

Will you integrate the global education into a unit on another subject (such as music, art, reading, history, science, or language arts), or instead, will you integrate these aspects into a unit on Global Education? This has been the subject of considerable controversy among global educators because both approaches have merit. To integrate it into other courses will emphasize its universal importance, but may dilute its impact. To section it out as its own course or unit will validate it as its own subject, but may isolate it from vast arenas of information that it is naturally connected to.

2. Content

Now that you've made some decision about the direction of your unit, you will need to hone in and decide on the specific information and skills you want to teach. One of the best ways to start this is to use a 10-15 minute technique called "clustering." You will need a large piece of paper, or a chalk or marker board. Begin by writing the name of your issue (or culture) in the middle and draw a circle around it. Then draw a branch out from that circle to another word that is related to it and draw a circle around it. Continue adding more "branches" with words and then adding still more branches with words to them. With the technique, you can actually draw a picture, or flow-chart, of your ideas.

For example, pretend we are writing a unit about racism. We write "racism" in the center of the board and draw a circle around it. Then, we branch out of "racism" with "South Africa" which we in turn branch out of it with "Apartheid." We also want to branch "History" out of "South Africa" and then branch "European economic involvement" out of "History." Sometimes a word will have several connections and branches can be drawn to all and any other words that you feel are appropriate. This exercise is used for GENERATING IDEAS, not EVALUATING them. You may or may not want to use all of the ideas generated here in your finished unit.



A note here about comprehensiveness: When deciding on the content you will include in your unit, please keep in mind that we are ourselves products of an educational system that has been notoriously devoid of cultural diversity.

You may need to go far beyond your own global awareness to find the content information required for a quality unit. If you have not done so already, educate yourself beyond the superficial "smorgasbord" approach of Mexican tacos and Japanese kimonos, to get at the really meaningful information. Likewise, with an issue, dig for the DYNAMICS beneath the problem rather than simply presenting the tip of its iceberg. In our effort to provide our students with exposure to "the world," we do not want to recapitulate the inaccurate images and superficial explanations that some of our texts and curricula have put forth in the past. Challenge yourself to discover the depth of the issue/culture you want to teach. You may find the subject even more interesting than you thought!

3. Research

Research does not have to happen exclusively in a library! A library is an excellent place to start, but don't limit yourself to it alone. Use your phone. Use community resources such as cultural clubs, foreign food restaurants, museums, embassies, government organizations, and international corporations to get information and ideas. Also, use the other entries in this directory. There are hundreds of ideas right here in your hands. With so many excellent resources and resource people in our area, it doesn't make sense for you to spend your valuable time starting from scratch.

While you're gathering information, keep a running list of topics for lessons and ideas for activities. This will comprise your post-research idea list.

4. Organization

The manner in which you choose to organize your unit will have a great impact on how successful it will be. Students can retain more information when they are given a means by which to organize it.. This, however, does not mean you have to choose only one manner of organization. If a particular methods works for most of your information but not for one or two sections, use a different method for this sections. If you want to teach a body of information (i.e., about a culture or an issue) AND a series of skills (i.e., expressive writing, researching, map reading, etc.) in the same unit, you will want to organize each separately then splice them into one another.

NOTE: Before you begin organizing your unit, call the International Resource Center in Springfield or look at an international calendar to find out if any relevant holidays are going to be happening during the period you will be teaching. You may want to organize your information around one of these dates.

Here are some questions to consider when deciding how to organize your unit:

HOLISTIC vs. SEGMENTED

Will you teach in a round-about integrated format (perhaps using short stories, poems, or case studies), or will you teach it in a segmented manner, looking at each aspect (food, shelter, religion, terrain) thoroughly before going on to the next?

LOGICAL SKILL SEQUENCE

You will have to give your students exposure to and practice in prerequisite skills before introducing more difficult ones.

SPATIAL

You can organize either issue or culture based units according to areas (i.e., north, east, and west, west coast, east coast, etc.). You can explore the effects or ramifications of your issue, or the cultural characteristics of each area successively.

CHRONOLOGICAL

This would involve reviewing the events in history that have led up to the present situation.

IN RELATION TO OUR OWN EXPERIENCE

Organize you information around the connections that exist between things in your students' everyday lives, and the issue or region you are studying.

CONCEPTUAL

Organize you unit around themes such as "justice," "self-determination," "community cooperation," or "conflict resolution."

INQUIRY

Ask the students to choose a topic of their own interest with a given subject. For example, have them each do research projects or give presentation about: A country; an international issue; an aspect of the United Nations; a position concerning our foreign policy; a food from another country; etc..

IN ORDER OF UTILIZATION

Teach what they will need to know first, second, third, etc.. This is an effective way to organize a foreign language class that will prepare students for travel to another country.

Also, it can be used to organize a unit simulating the visit to another country or in a Model United Nations Program.

GENRE

Organize your lessons into groups of poems, biographies, documentaries, or pieces of music. Have the students create some of their own of a given genre before moving on to a new one.

When you've decided how you want to organize your unit, try it out with another cluster exercise. Put as may items from your post-research list as you can into clusters and organize the clusters into an overall outline. Check for redundancy and incompleteness in the outline, then trim and fill accordingly.

5. Methods/Lesson Plans

Again, you will need to make many decisions regarding the nature of the learning experience you want your students to have. First, write some specific behavioral objectives for each topic in your outline. There are many excellent references available for teachers about writing these, so I will not go into it here.

Next, think about the various types of activities you might want to use in achieving these behavioral objectives. A commonly used model for a lesson plan includes the follow steps.

A. *Re-stimulate Previous Knowledge*

Ask the students what they already know about the topic, give a pre-test, play *20 Questions* (try "places" with the aid of the map!), or some other warm-up game related to the topic, etc.. Then, help the students **use** the unit's methods of organization to its fullest potentials by reminding them of the previous lesson and helping them predict what will come next. This enables them to build a bridge from what they knew before to what they are about to learn.
RESULT: Higher retention!

B. *Give New Information*

AND

C. *Let the Students Practice It*

There are literally hundreds of excellent potential learning activities. Those that can happen in the classroom

include: videos, discussions, recordings, experiential and simulation games, problem solving simulations, other visuals and manipulatives (like artifacts, posters, and works of art), readings, work sheets, puzzles, games, hands-on experiences (like crafts and cooking), fantasy trips, creative writing assignments, research assignments, drama (both rehearsed and improvisational), music, and dance. Consider the possibility of writing letters to embassies, newspapers, governments, travel agents, etc.. And, don't forget speakers! Speakers can come from your community, from local cultural clubs and organizations, from other countries, from resources centers and libraries, from.....just about anywhere. AND THEN, there are field trips! Visit a restaurant, an art show, a cultural center or museum. See a play, a puppet show, or concert. Visit the library and explore their resources on different countries or on an issue. (If you call ahead a week or so, the librarian may be able to prepare some hand-outs or a "treasure hunt.")

For all of these activities and others make sure the children are not only RECEIVING information, but actively engaged in PRACTICING it as well.

D. *Evaluate Whether or Not the Objective was Achieved*

The evaluation can be as creative as the lesson itself. It can be anything from a spot check on the bus ride home to see what the students got out of the experience, to a final exam. It can be a game that they play, a poem that they write, a song or dance that they perform, or a ten page research paper that they turn in. If you find that the students did NOT get the information/skill, this is the point at which you can go back to "A", and go through the steps again in some other way. There should be SOME form of evaluation after every learning/practicing session.

E. *Reinforcement*

This usually takes the form of an assignment. Assignments, like evaluations, can be as creative as the learning experiences. Consider having each student write questions for a *Trivial Pursuit* -type game about the unit's topic. Consider having students simulate the founding of a new country and make decisions on how they will govern themselves and manage food, shelter, and income distribution. Consider having your students build a village or house out of an authentic materials as you can provide.

When choosing your activities, be advised that teaching global education can sometimes bring unexpected results. Ask yourself what potential side effects may be caused by your lessons. For instance, you may think it's a great idea to ask the children to go home and make out a family tree. This enthusiasm may not be shared by a child who does not know who his father is, etc.. Likewise, if you ask the children to work in culturally similar groups, they may feel validated to be with their own group, or they may feel ostracized and isolated. Likewise, if you do a unit on famine, think of the impact that picture after picture of starving African babies will have on your students' view of Africans. They may get the impression that all Africans are helpless and dying.

Also, consider the current issue of the United States losing ground in the world economy. Some people want to see Global Education help us maintain "our hold" on international business. Others would like to see it help us relax our hold gracefully and replace it with peace and justice. Parents may have differing opinions about the information you are giving their children.

6. Materials

"Materials" can mean anything from the chalkboard that sits in your room every day, to elaborate decorations that transform your classroom into a Middle Eastern market place. Although manipulatives, artifacts, and audio-visuals are stimulating and provocative. REMEMBER: Simplicity begets longevity. Don't burn yourself out trying to provide your students with the MOST exciting experiences every day. Balance the exotic with the familiar.

7. Evaluation

To determine whether or not your unit has achieved its goals and objectives, you may want to perform a series of pre- and post- "tests." to determine how successful your students have achieved INFORMATIONAL goals, you may choose to use standard pre- and post-test formats, or come up with something special (a computer program, a game that they must achieve a certain score at, a problem solving simulation, a project that involves hands-on or performing art, etc.). But, to gauge whether or not a child has increased in CULTURAL AWARENESS you may want to use one of the numerous "global attitudes scales." These can be used at the beginning of the unit to establish some baseline data, and then again at the end to determine progress. They can be obtained from the International Resource Center in Springfield as well as from the reference collection at the University of Massachusetts/Amherst main library.

Another way to gauge attitudinal progress is to use the following exercise:

> Ask the students to draw the first image that comes into their mind when you say the words "Puerto Rican," "Italian," "African," etc. Then, have the students show their images to each other and discuss where they may have come from.

One teacher does a variation on this:

> He show his class some photographs of individuals and introduces them as "an Italian man.," "a Polish woman," "a Jewish man," etc. Then he asks his students to get into groups and compose personality and occupational sketches of them. After they've given their best guesses, the teacher tells them who these people really are and what they really do. For example, the Italian man, who was thought by one group in his class to most to be a janitor, was a dean at a local university.

Conclusion

The need for global education is evident in all of our lives. In every community, and in every part of the world, there are examples of people limiting the potential of themselves and others with archaic, ethnocentric ideas.

So, during those long nights of planning lessons and correcting papers, remember that we as teachers really ARE in a position to make a difference in our students' lives. It's true, we bear the great responsibility of preparing the next generation for the 21st century. It's also true that to meet this challenge, we will have to assemble a great deal of creative energy and talent. But, if we do succeed at planting understanding today, we might - *we just might* - be able to harvest peace tomorrow! And THAT is what teaching is all about!

"It is with books as with fires in our grates: everybody borrows a light from his neighbor to kindle his own, which is in turn communicated to others and each partakes of all."

- Voltaire

LESSON PLANNING

By Patti Driscoll Styles
Amherst, MA

Making Our Own Toys

GRADES: Kindergarten - 3
SUBJECT: Art

Rationale

Children in the U.S. may feel disadvantaged if they do not have the current month's toy at a fast food restaurant or the newest doll or game. But, in play schools, primary schools and private homes around the world there often are few - *if any* - toys at all. What little, available money is spent on food, books, buildings and clothing. The purpose of this lesson is to remind our American children of the affluence of our lifestyle and to encourage an attitude of concerned awareness for others less fortunate.

Objective

To discuss the issue of poverty as it relates to children and toys and to make a toy using scrap material.

Materials

To be collected by the students:

Interesting objects from nature and items found in the trash at home and at school. Students should look for nails, wire, string and thread to join pieces together.

To be brought by the teacher:

Plastic bags for collecting materials. Hammers and scissors for making toys.

Activities

Day One 5 minutes - discussion
15 minutes - story writing
15 minutes - trash collecting

Step 1: Telling the children the objective.

Today we are going to talk about children who don't have any toys. Tomorrow we will make our own toys.

Step 2: Sample discussion questions.

1. How many of you have toys at your house?
2. Who wants to tell me about their favorite toy?
3. Do you know that there are many children around the world who do not have any toys? Why do you think these children do not have any toys?
4. Do you think these children would like to have toys?
5. Do you think their parents would like to buy them toys?
6. Now I want you to imagine that you are a very poor child living in a very small house. Imagine that your parents and all of their friends were very poor. How would you feel?
   How would you feel about children who had lots and lots of toys?
7. Ok, do you think we could write a story together about a child who had no toys? Could we help the child make a toy?
8. How do you make a toy?
9. If you had a baby sister or a baby brother how could you make a rattle?
10. How could you make a checkers game?
11. How could you make a doll, a car or a doll house?

Step 3: Writing a Story

Teacher may write on blackboard, computer or large note pad whichever she or he prefers.

1. Teacher helps children get started with the story by asking leading questions. What will be the child's name? Where will the child live? Does the child have any parents or friends? What type of toy would the child want? How can he or she get it?

Step 4: Collecting Trash

1. Teacher tells class that tomorrow they will make a toy. Now they will collect trash from cans around the school. She or he might discuss which types of trash would be useful for making toys and which would not. Old milk cartons would be great and leftover hamburgers would be awful.

2. Teacher can ask children to bring in interesting pieces of trash from their homes. They might also bring in handmade toys.

Day Two Art Project (15-45 minutes)

Step 1: Art Project

1. Children decide what type of toy they will try and make.
2. Children collect materials needed to make the toy.
3. Children make the toy.
4. Children clean up after themselves.

Step 2: Evaluation

1. Children who want to, may share their toys with the class.
2. Children discuss what they have learned from this lesson.

Optional Activity:

Children can bring toys from home to donate to a charity in the U.S. or overseas.

Our Latin Neighbors

GRADES: Kindergarten - 3
SUBJECT: Foreign Language

Rationale

To enhance our relationship with our neighboring countries we must learn about their culture and language. The purpose of this lesson is to give young children a non-threatening, fun introduction to a foreign language.

Objective

Each child will have the opportunity to say a few expressions alone in Spanish.

Materials

Someone who can speak Spanish or teach the instructor a few expressions in Spanish.

Activities

30 minute class - This lesson is best presented in a setting where the noise will not disturb other classes.

Step One: Teacher or visitor enters class speaking a foreign language. Person may say something like,

> "If you want to go outside everyone must raise their hand. Why isn't everyone raising their hands?"

Class guesses or discusses what the person was saying. How can we know what she or he was saying? The speaker can tell us in English or we can learn Spanish.

Step Two: Tell the children the objective of the lesson. We are going to learn a few words in Spanish today.

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Step Three: Why learn Spanish? Have a short discussion about neighbors. Ask the students who their neighbors are. Show the students the U.S. on the map. Ask them to point to our neighbors. Ask them if they know what language people speak in Canada (French and English) and Mexico (Spanish). Point to Puerto Rico on the map. Tell the students that people who live there are American citizens but they speak Spanish.

Step Four: Spanish lesson. This lesson is begun in a group, rote fashion to allow those students who might be uncomfortable with a foreign language to practice the phrases without pressure. Teacher says the phrase once in English and 10 times together with the class in Spanish. Then he or she asks if any student is ready to try it. Students who feel comfortable can then practice it for the class.

1. Good morning. How are you?
   Buenos dias. Como esta usted?

Teacher introduces the next phrases the same way as the first. When some students have mastered these phrases they can practice combining the two phrases with their friends. The teacher may use this time to help any student who may be struggling.

2. Fine, thank you. And you.
   Bien, gracias. Y usted?

3. Very well.
   Muy bien.

The teacher should hear each student repeat the first three phrases. Then students who wish to say the phrases for the class may do so. Next, the teacher should select one student and send the child out of the room after telling him or her to knock on the door and say his or her name when asked. Once the student is out of the room and knocks on the door the teacher may ask - "*Quien toca?*" (Who knock?). The child should say his or her name. The teacher can pretend not to hear and ask again, "*Quien es?*" (Who is it?). This scene may repeat itself with the child saying his or her name louder and louder as the teacher pretends not to hear. Eventually, the teacher may let the child in with the expression, "Adelante!" (Come in!).

Once the students understand what is happening they may join the teacher in asking "*Quien toca?*" and "*Quien es?*", and by calling - "*Adelante!*" As most children will want to go outside and knock on the door it may be expedient

to send out more than one at a time. In these instances the children join their names by using the Spanish 'y' for the word 'and.'

When the students come into the room the teacher may choose to review the earlier part of the lesson by asking each one how they are.

Step Five: Closing. To close the lesson the teacher might ask the students what they have learned that day. He or she should emphasize that we learn Spanish to speak to our neighbors.

Evaluation: The teacher may evaluate the lesson by watching each child hold a mini-conversation in Spanish using the phrases taught in the lesson. She or he should note the responses of the students when asked what they have learned from the lesson.

A Western Massachusetts Case Study: Hamilton-Sanderson Mexican-American Exchange

By Erin Freed
Shelburne Falls, MA

About seventeen years ago, a teacher at Sanderson Academy in the tiny hill town of Ashfield, Massachusetts, decided to travel. She intended to go to Australia, but ended up taking a position at the Hamilton School in Mexico.

The Hamilton School is a large bi-lingual school for upper middle class elementary and high school students. Its principal, Phyllis Arriaga, immediately realized that this new teacher afforded her students the opportunity to establish pen-pal relationships with Sanderson students and thereby practice English with native speakers. She contacted Sanderson Academy and spoke to its principal, Martha Conant, who was enthusiastically receptive. As the two groups of students began to establish relationships with each other, the two principals thought it would be wonderful if they could arrange to actually have them meet.

Thus began the longstanding and remarkable Hamilton-Sanderson Mexican-American exchange program. Each February for the past fifteen years, a group of fifth and/or sixth grade Sanderson students has traveled to Ashfield. While on their exchange, the children have lived with host families and attended the host school. Some of the children who have gone to Mexico had already established relationships with their Mexican counterparts *via* the pen-pal program. Others had gone down to meet new friends. Many of the children from Sanderson stayed in homes of the children who would soon be visiting Ashfield for the second leg of the exchange. Mexican children who visit here have stayed with the families of fourth graders who were interested in going to Mexico the following year.

The exchanges themselves have been filled with culturally rich experiences. While the Sanderson students were in Mexico, their host families took them to see Mexico City, the pyramids, and other points of interest. In school, they have been given lessons in English about Mexican culture (i.e., dance, music, and art). They have also taken computer courses and helped out as tutors in English classes. When the Hamilton students have come here, they have attended a full schedule of classes in English which, having come from a bi-lingual school, they usually have known quite well. Their host families have also taken them to visit sites such as Boston and New York City.

Since their first exchange, the two schools have learned a great deal about how to run a successful exchange program. First, they found that two weeks was too short. They tried three weeks and found it to be too long, so they eventually settled on two-and-a-half weeks which is what they have done ever since. Also, they found that most of the sixth graders were just over the age of half-priced air fares, so they decided to include both 5th and 6th graders. Most

important, however, they learned that it is necessary to thoroughly prepare students for the culture shock that they encounter when visiting Mexico with its different language, different economic lifestyle, and different culture.

Last year, students who planned to go on the exchange participated in a variety of preparatory experiences. First, they attended meetings with their principal, Martha Conant, twice a week for the five months preceding the trip. In these meetings, the students explored Mexico's culture, geography, and history. Second, they were asked to keep a journal to record their thoughts and feelings about the upcoming trip. A portion of each meetings was devoted to discussing the fears and apprehensions that the students expressed in their journals. Third, the children received Spanish lessons. The Spanish course, which was developed over the years by a few interested teachers, proved to be such an enriching experience that it is not only used with students preparing for the exchange, but also with students in regular classrooms.

The adults that participate in the exchange also went through a series of preparatory experiences. Parents of students who went on the exchange, as well as parents who were hosting a Mexican child, attended two introductory meetings (one in October and one in November). Then, the principal met with each family personally to discuss fears and concerns, and give advice. After the Sanderson children returned from Mexico, the families were invited to a third meeting and slide presentation of the visit. Both the families of the exchange students and the families hosting exchange students were given support and guidance all the way through the process.

Since inception of the Hamilton-Sanderson exchange program, several other schools have recognized its value and become involved. First, because Hamilton is both a primary and secondary school, there was an interest in expanding the exchange to include high school students. Thus, Mohawk Regional High School has participated in the last few years. Second, because Hamilton is quite a bit larger than Sanderson, two other area elementary schools have been added to the exchange: the Charlemont Academy and the Conway Elementary School.

Through the years, a virtual garden of friendships has been cultivated between the children and their host families. The children who have participated in the exchange have gained confidence in traveling to new countries because they have learned that "foreigners" are often warm, loving people. The families who have served as hosts have gotten the opportunity to learn about another culture through the children they welcome. Many of the families have established relationships with these children which continue to thrive as they still correspond and visit with each other.

With our ever expanding communications and world wide interdependence on each other, this is a fine example of preparing children for their futures.

GLOBAL EDUCATION CURRICULUM PACKETS & ACTIVITIES

Compiled by Robert P. Fuderich
U.N. Refugee Camp Staff
Quetta, Pakistan

ELEMENTARY GRADES (K-6)

Feelings & Friends, by Marilyn Maxwell and Caryl Hamilton

Source: Global Perspectives in Education, Inc., 218 E. 18th St., NY, NY 10003, (212) 674-4167.

Subject: Social Studies
Region: Global

This text includes activities for elementary grades concerning the themes of conflict and communication. Elementary students use pictures, puppets, body language and more to explore these themes. (71 pages)
($5.00 + .75 postage)

Myself and Others, by Alexis Aquino-Mackles, David King, and Margaret S. Branson

Source: Global Perspective in Education, Inc., 218 E.18th St., NY, NY 10003, (212) 674-4167.

Subject: Social Studies
Region: Global

Themes represented in these lessons include interconnections between people, human commonalities and differences, systems, cooperation. The book (70 pages) contains 25 lesson plans with 125 skill-building activities. The series attempts to develop a progression of thought from students' immediate surroundings to the world.
($5.00 + .75 postage)

Teaching Global Awareness: An Approach for Grades 1-6, by Junelle Barnett

Source: CTIR Publications, University of Denver

Subject: Social Studies, Geography
Region: Global

This material emphasizes skills for geography, consumerism, and problem solving as well as explores propaganda and adaptation to change. The 26 activities focus on human commonalities and differences in relation to various needs, values, perceptions and lifestyles. The purpose is to help elementary students develop an awareness of other people.
($19.95 with slides/$14.95 without slides. Add 6% for postage or $2.00 minimum.)

Flint Multi-Cultural/Global Education Project

Source: Flint Community Schools, 923 East Kearsley Street, Flint, MI 48502, (313) 762-1006

Subject: Art, Music, Physical Education, Geography, Literature, Language, Social Studies
Region: Global

The Flint Community School has designed two notebook packages containing materials and activities aimed at meeting the needs of multi-cultural/global education for K-6 students and staff (Notebook I: K-3/Notebook II: 4-6). Basic skills are taught with international materials and emphasis. Students participate in art, music, dances and games of various cultures. Each classroom researches a different country throughout the year. Foreign language is studied and literature of various cultures is read and compared. A great resource for any school that is globalizing.
($12.50 each)

A BIBLIOGRAPHY FOR GLOBAL EDUCATION

By Jay Perera
Northampton, MA

ELEMENTARY SCHOOL

Middle East

JERUSALEM, SHINING STILL
by Kala Kuskin
Harper and Row, 1987
$12.89
Topic: Religion
Country: Israel
Subject: Social, Studies/Literature

Jerusalem, Shining Still is a lyrical story of the twelve civilizations that have claimed Jerusalem as theirs and then disappeared. The impact is one of passing time, four thousand years, and includes the Jews and Palestinians who now struggle for the city. It is illustrated with richly coloured woodcuts. It should be used to augment a study of the city, as the emphasis is more on poetry than fact. The perspective of time and history that this book imparts could be further emphasized by having groups of students do small reports on the twelve civilizations that have occupied the city.

COUNT YOUR WAY THROUGH THE ARAB WORLD
By Jim Haskins
Carolrhoda: 1987
$10.95 ($4.95 paper)
Country: Arab world
Subject: Math, Social Studies

A counting book for older children well illustrated with cultural and historical concepts.

THE MAGIC GROVE
by Josef Palecek
Picture Book Studio: 1985
$12.95
Subject: Literature

This is a Persian folktale of generosity rewarded which emphasizes the importance of trees in a desert-like country. The colors and intricate patterns imitate the ancient Persian culture.

ABDUL
by Rosemary Wells
Dial: 1975
$3.50
Subject: Literature

Abdul's camel gives birth to a white horse and the three wander the desert looking for a home.

TALES FROM THE ARABIAN NIGHTS
By James Riordan
MacMillan: 1985
$11.95
Subject: Literature

A beautifully illustrated, retelling of the ancient classic.

Union of Soviet Socialist Republics

THE RUMOR OF PAVEL AND PAALI: A UKRAINIAN FOLKTALE
by Carole Kismarie
Harper: 1988
$13.95
Subject: Literature

A richly illustrated tale of twin brothers, one good and one evil.

BABOUSHKA AND THE THREE KINGS
by Ruth Robbins
Houghton Mifflin: 1960
$5.95
Topic: Religion
Subject: Literature

This tale, with Caldecott winning woodcuts, explains the origin of Christmas gift giving in Russia.

BABA YAGA
by Ernest Small
Houghton Mifflin: 1962
$13.95
Subject: Literature

A beautifully illustrated *Baba Yaga*, the Russian witch who supposedly east bad little children. A second Baba Yaga story, *Boney Legs*, is told by Joanna Cole (MacMillan, 1983, $10.00), in which a small girls on an errand to but a needle and thread is threatened by Baba Yaga. Both of these stories could be read at Halloween time, emphasizing our common cultural thread of witches.

RECHENKA'S EGGS
by Patricia Polacco
Philomel: 1988
$13.95
Subject: Literature

This is a folktale from the Ukraine in which Babushka, who is known for her painted Easter eggs, takes in an injured goose, Renchenka. The goose accidently breaks the eggs and then magically replaces them one by one, the final egg being the true miracle of Spring. Polacco's illustrations are a series of bold, intricate, Ukrainian patterns juxtaposed in dress, carpet, blankets, feathers and domes. In contrast, Babushka's face is drawn in grey and white, emphasizing her age. Details of Russian life are sprinkled throughout the story, such as images of Russian icons and the use of Russian terms. This is an excellent point to expand a discussion of Easter eggs as

symbols of Spring, including a discussion of those made for the Czar.

THE MOON IS LIKE A SILVER SICKLE: A COLLECTION OF POETRY BY RUSSIAN CHILDREN
collected and translated by Mirian Morton
Simon & Schuster: 1972
$4.95
Subject: Literature

Through their poetry, children, ranging in age from five to fifteen, give a personal portrait of their country and lives including that universal moment of being bored in school. Especially moving ar the poems on war and peace which include poems on Americans in Viet Nam. This is one of the few sources where the voice of Russian children themselves is heard directly and this contact will impress young readers. These poems are a pleasure to read in themselves and could also be used as examples in teaching children to write poetry.

PETER THE GREAT
by Diane Stanley
Macmillan: 1986
$12.95
Country: Russia
Subject: History

This biography of Peter the Great is filled with fascinating details such as the miniature cannon with which he played war, the dwarfs who waited on him as a child, and the whip that was traditionally handed by a father to a new son-in-law as a symbol of authority. It captures the energy and the dream of the man who travels to Europe and brings back new customs and inventions, and describes his efforts to modernize his country. The illustrations are also beautifully detailed showing interiors, costume, and landscapes. From this biography a discussion of modern day isolation of the U.S and Europe from Russian will easily develope.

COUNT YOUR WAY THROUGH RUSSIA
by Jim Haskins
Carolrhoda: 1987
$10.95 ($4.95 paper)
Subject: Language, Math, Social Studies

A counting book for older children well illustrated with historical and cultural concepts.

HOW I HUNTED THE LITTLE FELLOWS
by Boris Zhitkov
Dodd, Mead: 1979
$8.95
Subject: Literature

Boris breaks his promise and plays with his grandmother's miniature ship on display in her house and breaks it. There is an open ending which should generate class discussion. The author is Russian.

BROTHER OF THE HERO
by Lev. Kassil
Braziller: 1968
no price given
Subject: Literature

This is a translation of a Russian children's novel in which Genshka, an orphan, pretends that a famous aviator is his brother. He is forced to come to terms with himself when the aviator comes to his village.

RUSSIAN FAREWELL
by Leonard E. Fisher
Macmillan: 1980
$9.95
Topic: Population
Subject: Social Studies

The Shapiro family makes the painful decision to leave their village of Kroevets and immigrate to America in the face of anti-Semitism.

A HARVEST OF RUSSIAN CHILDREN'S LITERATURE, FROM TWO TO FIVE
edited by Mirian Morton
University of California Press: 1967
$42.50
Subject: Literature

An anthology.

AUNT AMERICA
by Maire H. Bloch
Aladdin/Macmillan: 1972
$9.95
Subject: Literature

Lenya, growing up in a Ukrainian town, is visited by her aunt from America.

THE DREAM STEALER
by Gregory Maguire
Harper: 1983
$9.57
Subject: Literature

Incorporating three Russian tales, this is an original fantasy in which the fate of a village depends on two childrens' search for help. It includes villainy, humor, and heroism.

NIGHT JOURNEY
by Kathryn Lasky
Viking: 1986
$12.95
Topic: Population
Subject: Literature

Nana recounts her escape from Czarist Russian to her great-granddaughter.

Africa

GROWING UP MAASAI
by Tom Shachtmman
Macmillan: 1981
$9.95
Topic: Ethnicity and Racism
Country: Tanzania
Subject: Social Studies, Geography

Black and white photographs depict everyday tribal life as it is led by two Maasai children. This book shows the traditional ways and its only criticism has been that it

does not incorporate some of the more modern changes that have occurred. It has won several awards.

BEAT THE DRUM, PUM-PUM
by Ashley Bryan
Atheneum
$13.95 ($5.95 paper)
Country: Nigeria
Subject: Literature

In a rhythmic style, five Nigerian folk tales are retold. The themes are familiar, the setting is not.

MOJA MEANS ONE: A SWAHILI COUNTING BOOK
by Muriel Feelings
Dial Books: 1971
$11.95 ($3.95 paper)
Country: East Africa
Subject: Math, Social Studies, Language

A counting book that illustrates the tribal life of Eastern Africa. A companion to Jambo Means Hello.

JAMBO MEANS HELLO
by Muriel Feelings
Dial Books: 1974 (paper 1981)
$12.95 ($3.50 paper)
Topic: Ethnicity
Subject: Language, Social Studies

A Caldecott Honor Book with illustrations depicting tribal life in East Africa while teaching the Swahili alphabet.

THE RETURN
by Sonia Levitin
Anthenuem: 1987
$12.95
Topic: Population, Religic
Country: Ethiopi
Subject; Literature

Religious persecution, forced conscription, and an unwanted arranged marriage force three young Ethiopian Jews to leave the country during the secret airlift of 1984 known as Operation Moses.

JAFTA: THE TOWN
by Hugh Lewin
Carolrhoda Books: 1983
$8.95
Topic: Ethnicity
Country: Republic of South Africa
Subject; Social Studies

Jafta's everyday life in South Africa is described in a series of six books. Here he takes a trip to visit his father who lives in another town in accordance with the laws of Apartheid. Also recommended are: *Jafta*; *Jafta's Mother*; *Jafta's Father*; *Jafta and the Wedding*; and, *Jafta: The Journey*. (All Carolrhoda Books, 1983.)

PRINCESS GORILLA AND A NEW KIND OF WATER
by Verna Aardema
Dial: 1988
$10.95
Country: West Africa
Subject: Literature
(picture book)

This West African Mpongwe tale explains why monkeys live in the trees swinging by their tails. Other African tribal tales also retold by Verna Aardema are:

BRINGING THE RAIN TO KAPITI PLAIN Dial, 1981)
WHY MOSQUITOES BUZZ IN PEOPLE'S EARS (Dial, 1978)
OH KOJO! HOW COULD YOU? (Dial, 1984)
WHAT'S SO FUNNY KETU? (Dial, 1982)
WHO'S IN RABBIT'S HOUSE? (Dial, 1977)
VINGANANEE AND THE TREE TOAD (Warner, 1983)

ASHANTI TO ZULU: AFRICAN TRADITIONS
by Margaret Musgrove
Dial Books: 1986
$15.95
Subject: Social Studies, Language
(picture book)

Traditions of twenty-six different tribes are described in the form of an alphabet book. The wildlife, costumes, and landscape are beautifully illustrated. Caldecott Medal winner.

MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE
by John Steptoe
Lothrop: 1987
$12.88
Country: West Africa
Subject: Literature

Two beautiful daughters, Manyara and Nyasha, one selfish and one generous, journey to the city in hopes of becoming the King's bride. This is a Caldecott Honor Book with evocative illustrations.

THE VILLAGE OF ROUND AND SQUARE HOUSES
by Ann Grifalconi
Little, Brown: 1986
$14.95
Country: East Africa
Subject: Literature
(picture book)

A Caldecott Honor Book with beautiful illustrations spinning out an East African story. Also recommended is *Darkness and the Butterfly* by the same author.

JOURNEY TO JO'BURG: A SOUTH AFRICAN STORY
by Beverly Naidoo
Harper Row: 1986
$2.95
Topic: Ethnicity, Racism, Hunger
Country: Republic of South Africa
Subject: Literature

This book is thirteen-year-old Naledi's forbidden trek form her South African country village to Johannesburg where her mother works as a maid. She is needed as her younger sister is sick. It is also Naledi's journey from an isolated and innocent childhood to a realization of the existence and dangers of Apartheid, culminating in her quiet resolve to do well in school, become a doctor, and bring help to her people. Real events, such as the Soweto uprisings, are incorporated into the story. A map of the journey and a glossary of South African words also help to place the story geographically. The tone is understated, moving and disturbing, yet not alarming or too strong for a young reader.

THE PRINCE WHO KNEW HIS FATE
translated by
Lise Manniche
Putnam: 1982
$10.95
Country: Egypt
Subject: Literature, Art

The Prince Who Knew His Fate is a three thousand-year-old tale in which the prince is told that he will be killed by a crocodile, snake, or dog. On his life's journey, he

leaves the over protection of his father, competes for a princess bride, bargains for his life with a crocodile, and is finally killed by his pet dog. Following Egyptian religious beliefs, rebirth follows. What is exceptional about this book is its illustrations and their adherence to original Egyptian art which is included in an afterword. The story is underscored with original hieroglyphics; the thematic use of color is explained, notes on Egyptian religion and attitudes towards snakes, crocodiles, and dogs (unvaccinated) are also included. A second Egyptian tale done in the same way by Lise Manniche is *How Dhadja-Em-Anleh Saved the Day* (Putnam, 1977, $10.95). *The Blue Faience Hippopotamus*, by Joan Grant (Green Tiger Press, $10.95) also takes its story directly from Egyptian art.

East Asia

DRAGON KITES AND DRAGONFLIES: A COLLECTION OF CHINESE NURSERY RHYMES
by Demi — Country: China
Harcourt: 1986 — Subject: Literature
$14.95

The illustration of these nursery rhymes by artist Demi are colorful and captivating. Also recommended by Demi are: *Chen Ping and His Magic Axe* (Dodd, 1987, $12.95), and *A Chinese Zoo: Fables and Proverbs* (Harcourt, 1987, price unknown).

HOW MY PARENTS LEARNED TO EAT
by Ina R. Friedman — Country: Japan, USA
Houghton: 1984 — Subject: Social Studies
$12.95 ($3.95 paper)

In this culturally authentic story, a Japanese girl marries an American sailor during WW II. Each struggle to adjust to the others way of eating. The result is that somedays they eat with forks, some days with chopsticks.

EYES OF THE DRAGON
by Margaret Leaf — Country: China
Lothrop: 1987 — Subject: Literature
$11.75

Drawing on several original sources, Margaret Leaf has created an original tale in which the dragon comes to life to teach the village magistrate a lesson. The illustrations are superb.

THE CRANE WIFE
by Sumiko Yagawa — Country: Japan
Mulberry Books (Macmillan): 1987 — Subject: Literature
$3.95

A familiar Japanese folktale in which a greedy farmer breaks na agreement with his weaver wife and ends up the poorer.

THE TONGUE-CUT SPARROW
retold by Momko — Country: Japan
translated by Katherine Patterson — Subject: Literature
Dutton: 1988
$13.95

This is an excellent translation by Katherine Patterson of a familiar Japanese tale and illustrated with traditional Japanese techniques.

SEE NO EVIL
by Emmett David — Country: Japan
Raintree Publications: 1983 — Subject: Literature
$14.65

A young girl's journey into the mountains to see the snow monkeys.

KOREAN WAYS
by Eileen Moffett — Country: Korea
C.E. Tuttle: 1986 — Subject: Social Studies, Ethnicity
$7.00

An explanation of Korean customs is put forth with beautiful illustrations.

COUNT YOUR WAY THROUGH JAPAN
by Jim Haskins — Country: japan
Carolrhoda Books: 1987 — Subject: Math, Social Studies
$4.95

A counting book for older children illustrated with cultural and historical concepts.

AEKYUNG'S DREAM
by Min Paek — Country: Korea
Children's Book Press — Subject: Social Studies
$12.95

Aekyung, a young Korean girl, is miserable in her new country where she is called "Chinese eyes." The secret of adaptation comes to her in a dream. Because this book is bilingual it will further emphasize to the English reader, the immigrant's problem.

COUNT YOUR WAY THROUGH CHINA
by Jim Haskins — Country: China
Carolrhoda Books: 1987 — Subject: Math, Social Studies
$4.95

Although this is a counting book, it is designed for older children as the concepts of Chinese culture and history that illustrate each number are fairly sophisticated. they are also intriguing, such as the lost skill of painting fish in porcelain bowls that only show when the bowl is filled with water. The book includes an introductory note on the language, a pronunciation guide, and is illustrated with bright, instructive watercolors. This could be used in conjunction with Diane Wolf's, *Chinese Writing* (Holt, 1975) or with the kit, *Writing with Chinese Characters* (Kirk Game Co., P.O. Box 478, Belmont, MA 02178).

SADAKO AND THE THOUSAND PAPER CRANES
by Eleanor B. Coerr
Putnam: 1977
$9.95
Subject: Literature
Country: Japan

Sadako and the Thousand Paper Cranes is a fictionalized biography based upon the letters of Sadako who was two-years-old at the time of the bombing of Hiroshima. We first meet her as an aspiring track star at school. Her growing symptoms of dizziness are diagnosed as leukemia, resulting from radiation poisoning. The story of her progressing illness and final death, center on the Japanese legend that paper cranes are a token of good luck and that if a person makes a thousand, health will be restored. Paper cranes are today left on the memorial at Hiroshima on the anniversary of the bombing. It is a good book to use within the context of World War II or the study of nuclear weapons. Directions for making these origami cranes can be found in Doknintei Nakano's, *Easy Origami* (Viking, 1986, $8.95).

Latin America

HILL OF FIRE
by Thomas P. Lewis
Harper: 1971
$9.89
Country: Mexico
Subject: Literature

A young boy on a Mexican farm complains that nothing ever changes. The his father's plow seems to open up the earth. This is based on the true story of the Paricutin volcano.

BORN TO DANCE SAMBA
by Miriam Cohen
Harper: 1984
$11.89
Country: Brazil
Subject: Literature

The lively adventures of a young girl living in Rio de Janeiro by a well known children's author.

MY LITTLE ISLAND
by Frane Lessac
Lippincott: 1984
$10.89
Country: Caribbean
Subject: Literature

On a trip home to "his island" a young boy shows a friend people, places, and customs. Illustrated with bright, detailed, "naive" paintings.

JETHRO AND THE JUMBIE
by Susan Cooper
McEldery: 1979
$7.95
Country: Virgin Islands
Subject: Literature

Jethro, too young to go with his brother deep-sea fishing, wanders off on a jungle path haunted by the Jumbie, the undead.

FLAME OF PEACE: A TALE OF THE AZTECS
by Deborah N. Lattimore
Harper: 1987
$12.89
Subject: History

An exceptionally well illustrated tale of the Central American Aztecs.

LAND OF ICY DEATH
adapted by Harriet Rohmer and Jesus Guerrero
Children's Book Press
$5.95
Country: Chile
Subject: Literature

A classic hero tale set in Tierra del Fuego. This is one of a series of Latin American tales and myths, all bilingual.

THE LEGEND OF FOOD MOUNTAIN - Mexico (1982, $10.95)
THE MIGHTY GOD VIRACOCHA - Peru and Bolivia (1976, $5.95)
MOTHER SCORPION COUNTRY - Nicaragua (1987, $10.95)
THE INVISIBLE HUNTERS - Nicaragua (1987, $10.95)
THE ADVENTURES OF CONNIE AND DIEGO - Mexico (1987, $10.95)
HOW WE CAME TO THE FIFTH WORLD - Mexico (1987, $10.95)

THE CAT'S PURR
by Ashely Bryan
Atheneum: 1985
$9.95
Country: West Indian Antilles
Subject: Literature

A West Indian tale of why cats eat rats in a much awarded retelling. Also recommended is, *The Dancing Granny* (Atheneum, 1977, $8.95).

Oceania

MOON DARK
by Patricia Wrightson
McElderry books: 1987
$13.95
Topic: Environment
Country: Australia
Subject: Science, Literature

Moon Dark is a tale of the imbalance that a cleared forest creates among the animals and humans in a

remote corner of Australia. Flying foxes, bandicoots, the Koala, sugar gliders, wallabies, bush rats, and humans fall into disharmony. Blue, the dog, who is looked down on for he has "a little man in him," helps solve the problem by calling on ancient, Aboriginal magic. Unlike many American animal stories, these animals do not become overly human or endearing and the blending of this reality with the Aboriginal magic is convincing, Pen and ink sketches illustrate the unfamiliar animals at the beginning of each chapter. Not only is this book an excellent tour of the Australian wilderness, but it is also an excellent example of what ecological imbalance is about. This book won the 1986 Hans Christian Andersen Award.

KANGAROO
by Caroline Arnold
Morrow: 1987
$11.75
Topic: Environment
Country: Australia
Subject: Science

Kangaroo is a photo-essay of an orphaned Eastern Gray Kangaroo, Sport, and his first year with an Australian couple. It imparts a tremendous amount of information along with photographs. Topics that place the kangaroo within the greater environment of Australia are discussed, such as how they are killed, the contest between kangaroos and the herders and farmers, and the evolution of the animal on a continent once connected to other land masses.Terms are explained: the difference between two groups of kangaroos ("big feet" and potoroids), boomer, doe, joey, and mob. Muscle structure that allows them to cruise at 11 miles per hour is also explained. Also recommended is Caroline Arnold's, *Koala* (Morrow, 1987, $11.75). *Whose Furry Nose? Australian Animals You'd Like to Meet*, by Henrik Drescher (Lippincott, 1987, $11.94).

DIDANE THE KOALA
by Grahame Walsh
University of Queensland Press: 1986
$15.95
Country: Australia
Subject: Science, Literature

How seeds were brought to the Carnarvon range by the mightiest boomerang thrower is presented here. A second tale by the same author is *Goori Goori Bird* (University of Queensland Press, 1986, $15.95), which explains the origin of the Milky Way with beautiful illustrations.

STRADBROKE DREAMTIME
by Katherine Walker
Salem House: 1986
$11.95
Topic: Ethnicity
Country: Australia
Subject: Literature

These are modern Aboriginal stories of the author's own childhood. Also included are fourteen traditional Aboriginal folktales.

BUNYIP OF BERKELEY'S CREEK
by Jenny Wagner
Bradbury: 1978
$9.95
Country: Australia
Topic: Literature

A touching tale in which one of Australia's most familiar legendary creatures finds a companion.

ONE WOOLY WOMBAT
by Kerry Argent and Rod Trinca
Kane Miller: 1985
$9.95
Country: Australia
Subject: Math, Literature

One Wooly Wombat is a counting book using Australian animals.

THE SILENT ONE
by Joy Cowley
Knopf: 1981
$8.99
Country: New Zealand
Subject: Literature

Set in New Zealand, this is a story of a deaf-mute boy who wants to join the men in his village when they go hunting, contains an unexpected ending.

The Illustrated Treasury of Australian Stories and Verse for Children
by Barbara Kerr Wilson
Thomas Nelson,
distributed by Australian Book Source: 1988
$29.95
Country: Australia
Subject: Literature

Fifty-one stories, verses, and book excerpts are arranged chronologically and accompanied with colored and black and white illustrations. Most of the authors are unknown to US children. They give an excellent overview of children's literature in Australia of the last 150 years.

WALLABY CREEK
by Joyce Powzyk
Lothrop: 1985
$11.75
Topic: Environment
Country: Australia
Subject: Science

Joyce Powzyk is an artist with a background as a naturalist who spent five weeks painting the unusual animals of Wallaby Creek, animals such as the kookaburra, dingo, and kangaroo. The watercolors are magnificent and there is a short paragraph describing the independent evolution of these animals. A second book, *Tasmania: A Wildlife Journey* (Lothrop, 1987, $11.78), is a companion volume to *Wallaby Creek*, with more unusual and beautiful animals.

Europe

IF YOU DIDN'T HAVE ME
by Ulf Nilsson
Macmillan: 1987
$9.95
Country: Sweden
Subject: Literature

A young boy spends the summer on his grandmother's farm in Sweden where episodes include giving a party

for the pigs, and times of missing his parents. This story could be used with tow other stories of summer, one set in France, *One Summer at Grandmother's House*, by Poupa Montaufier (Carolrhoda Books, 1985, $12.95), and another set in Canada, *A Prairie Boy's Summer*, by William Kurelek (Tundra, 1975, $14.95).

THE FIRST TULIPS IN HOLLAND
by Phyllis Krasilovsky
Doubleday: 1972
$10.95
Topic: Environment
Country: Netherlands
Subject: Social Studies, Literature, Science

This is a fictionalized account of how the first tulips came to Holland from Turkey. The full page illustrations depict details of the Dutch landscapes, interiors, and costume, at the same time carrying the story forward with action and humor. Also recommended is *The Cow Who Fell in the Canal*, by Phyllis Krasilovsky (Doubleday, 1972, $10.95), another humorous tale filled with geographic detail. Thomas Locker's, *The Boy Who Held Back the Sea* (Dial, 1987, $14.89) could also be used to impart an impression of Holland. The noted illustrations are in the tradition of the old Dutch Masters' landscapes.

LINNEA IN MONET'S GARDEN
by Christina Bjork
R&S Books: 1985
$10.95
Country: France
Subject: Art, History (biography)

Linnea in Monet's Garden is narrated in a chatty, "letter-home" style by an energetic young girl who travels to Paris and Giverny, to Monet's home and the site of the famous water lily paintings. The text gives the background to Monet's life, an explanation of the subjects of his paintings, the reception they received during his lifetime, and an interview with Monet's grandson who describes some of the intimate details of the Monet family life. There are also Linnea's individual observations of travel in France. The illustrations include unpublished photographs of Monet's family, postcards of his home, and reproductions of the impressionistic paintings. These are all woven into the lively color illustrations of Linnea on her trip. The richness of detail and narration by a child will draw students into a subject that might otherwise be academic.

THE STORY OF A MAIN STREET
by John S. Goodall
McElderry Books: 1987
$14.95
Country: United Kingdom
Subject: Social Studies, Literature

A stone market cross is all that remains unchanged in John Goodall's, The *Story of a Main Street*, which traces the changes from Medieval times to the present of an English town's Main Street. The half-pages take the reader into the interior of a shop or into another era which encourages comparison and discovery. Details of architecture, costume, and transportation are rendered in watercolor and pencil. This would be an excellent book to use in teaching the concepts of time and change as well as English culture to young children. Other titles by John Goodall that would accomplish the same objectives are, *The Story of a Castle* (Macmillan, 1986, $13.95), and *The Story of an English Village* (Putnam, 1985, $5.95). *Anno's Britain* by Mitsumasa Anno (Putnam, 1985, $5.95) is another well illustrated book that shows passage of British history on a larger scale. ALl of these books have short era listings or guides that will help the teacher facilitate a fuller discussion of the illustrations.

NINE CRYING DOLLS
by Anne Pellowski
U.S. Committee for UNICEF
Department 1008C, 331 E. 38th St.,
N.Y., N.Y. 10016
$5.00
Country: Poland
Subject: Literature

A Polish folk tale describing a mother's attempt to stop her baby from crying.

THE BOY WHO ATE MORE THAN THE GIANT
by Ulf Lofgrem
US Committe for UNICEF
Dept. 1008C, 331 E. 38th St.,
N.Y., N.Y. 10016
$5.00
Country: Sweden
Subject: Literature

Three humorous folk tales from Sweden.

THE CHILDREN WE REMEMBER
by Chana Byers Abells
Greenwillow: 1986
$9.95
Topic: Racism
Country: Germany
Subject: History

This is a gentle essay using photographs to tell the story of the children who died during the Holocaust. It does not end with the death of these children, but continues to explain who some escaped and how these children now have children. The photographs have been well selected for young children.

A NIGHTMARE IN HISTORY: THE HOLOCAUST 1933-1945
by Miriam Chaikin
Houghton Mifflin: 1987
$14.95
Topic: Racism
Country: Germany
Subject: History, Social Studies

A Nightmare in History takes a long view describing the history of anti-Semitism beginning with the Old Testament story of Noah, through the planned, step-by-step annihilation of the Jewish people by Hitler. Her history does not end with liberation, but continues with a chapter describing the countries and peoples who helped the Jewish people and the methods used by the Jewish people to help themselves, another chapter describes the formation of Israel. There is an excellent bibliography, divided by topic and age group, and an index. The text is filled with diary excerpts and eye witness accounts with photographs. Her sentence structure is succinct, but reads well and the type is bold. Other well reviewed books dealing with the Holocaust are Barbara Rogasky's, *Smoke and Ashes: The Story of the Holocaust* (Holiday, 1988, $16.95), and Milton

Meltzer's, *Never to Forget* (Harper, 1976). Both of these books, however, are intended for slightly older readers.

South Asia

THE LITTLE WEAVER OF THAI-YEN VILLAGE
by Tran-Khanh-Tuyet
Children's Book Press: 1986
$10.95
Country: Viet Nam
Subject: Literature, Social Studies

The Little Weaver of Thai-Yen Village is the bilingual story based on the experiences of Hien, a young girl, caught in the Viet Nam Ware. Her mother and grandmother are killed, she is wounded, and eventually brought to the United States for further surgery. Here she is lonely and confused, but a measure of contentment is found when she is given a loom similar to one she had in her native village. Although simply told, this book does not hide the hard facts of war, death, fear, and loneliness. Hien asks, as she is about to go to the U.S., "..wasn't it these foreigners who killed my mother and grandmothers and bombed out villages?" A contradiction worthy of discussion with older children can ensue here. The illustrations are colorful and bold, but do not give details of the cultural surroundings and unintentionally emphasis the starkness of the tale. *Tuan*, by Eva Boholm-Olsson (R&S Books, 1986, $11.95), is a gentler story of post-war Viet Nam that could be read at the same time. *Angel Child/Dragon Child*, by Michelle Surat (Raintree, 1983, $14.65) also deals with the struggles of adjustment in a new land.

TUAN
by Eva Boholm-Olsson
R&S Books: 1986
$11.95
Country: Viet Nam
Subject: Social Studies, Literature

This is the story of Tuan, a five-year-old boy, and his everyday life in Viet Nam/ We meet Tuan's mother who is a rug weaver, his soldier uncle, and his grandmother who has according to custom blackened her teeth. Tuan, returning from a rice field, is bitten by a sick (unvaccinated) dog, taken to a clinic where it is questionable that enough medicine will be found for him. All ends well and Tuan attends the Children's Festival. A larger portrait of modern Viet Nam is hinted at: the absence of fathers and grandfathers, the scarcity of medicine, and the balances of school work and farming in the children's lives which are good points for class discussion. The realistic illustrations were originally painted on silk by Pham Van Don, one of Viet Nam's best known artists, and beautifully reflect heat, light, and gentle activity of the countryside.

SEASONS OF SPLENDOR
by Madhur Jaffrey
Atheneum: 1985
$15.95
Topic: Religion
Country: India
Subject: Literature, Social Studies

We are led through the seasons of the Hindu year with tales, myths and legends accompanied by vibrant illustrations.

THE ADVENTURES OF RAMA
by Milo Cleveland Beach
Freer Gallery of Art,
Smithsonian Institution: 1983
$15.00
Country: India
Subject: Literature, Art

This is a condensed version of the tale of Rama's winning of his wife, Sita. The primary impact is that of art; it is illustrated with reproductions from a 16th century Mughai manuscript.

BA-NAM
by Jeanne M. Lee
Holt: 1987
$13.95
Topic: Religion
Country: Viet Nam
Subject: Literature, Geography

This is an exciting story of an old woman, a graveyard, and a storm which includes unobtrusive detail s of religion and geography.

THE LAND I LOST: ADVENTURES OF A BOY IN VIET NAM
by Quang Nhong
Harper: 1982
$10.50 ($2.95 paper)
Country: Viet Nam
Subject: Literature

An authentic picture is presented of life in the Vietnamese highlands before the war.

GRANDFATHER'S STORIES FROM CAMBODIA
by Donna Roland
Open My World Publishing Co.: 1984
$4.50
Country: Cambodia
Subject: Literature

Life in pre-war Cambodia is described with particular attention paid to the Cambodian New Year celebration. The issue of adjusting to a new country is also touched upon. Also recommended is *More of Grandfather's Stories from Cambodia*, and *Grandfather's Stories from Viet Nam* (Open My World Publishing Co., 1985).

THE MOUNTAINS OF TIBET
by Mordicai Gerstein
Harper: 1987
$11.70
Topic: Religion
Country: India (Tibet)
Subject: Literature, Science

This beautifully illustrated story is based on the Tibetan *Book of the Dead*, an important document of Buddhism. An old man chooses whether or not to be reincarnated and, as what and where. This book would be excellent to reinforce the concept of the Earth within the Universe and the different places upon the Earth. He happily ends up in his old village flying a kite again.

THE FIRST RAINS
by Peter Bonnici
Carolrhoda Books: 1985
$8.95

Country: India
Subject: Social Studies

A young boy who is just enough to join in the festival loses his ceremonial dress. Geographical and cultural information is woven into the good story. Also by Peter Bonnici, *The Festival* (Carolrhoda Books, 1985, $8.95).

JYOTI'S JOURNEY
by Helen Ganly
Andre Deutch Ltd: 1986
$11.95

Topic: Social Change
Country: India
Subject: Social Studies, Literature

Jyoti's Journey tells the story of her emigration from India to England. Beautiful collage illustrations reflect the colors, patterns, and intense light of India. Then a white plane takes them through the night to a land of monochromatic buildings. On the last page there is one lit window in the black night, as Jyoti wonders what her new life will be like. While the story is being told visually, cultural details of interest to young children such as eating with the fingers of your right hand, are woven into the text. Jyoti is emigrating to England for economic reasons.

THE RINGDOVES: FROM THE FABLES OF BIDPAI
by Gloria Kamen
Atheneum: 1988
$13.95

Country: India
Subject: Literature

A new collection of folktales beautifully illustrated.

North America

HELLO, MY NAME IS SCRAMBLED EGGS
by Jamie Gilson
Lothrop: 1985
$10.95

Country: USA
Subject: Literature

Harvey tries to Americanize Tuan, a boy from a Vietnamese family that his family has sponsored.

TOBIAS GOES ICE FISHING
by Ole Hertz
Carolrhoda Books: 1984
$7.95

Country: Greenland
Subject: Social Studies

This is one in a series that describes life in Greenland for a small boy, Tobias. The other titles are:

TOBIAS GOES
SEAL HUNTING
TOBIAS HAS
BIRTHDAY
TOBIAS
CATCHES
TROUT

GROWING UP INDIAN
by Evelyn Wolfson
Walker: 1986
$10.95

Topic: Ethnicity
Country: USA
Subject: Social Studies

In a question and answer format, Wolfson covers the topics of the care of babies, discipline, toys, school, and the coming of age rituals, giving attention to individual tribes. The greater topics of religion, superstitions, and philosophies are touched upon and the effect of living on reservations on the whole Indian culture is discussed. An extensive bibliography is included.

They Sought a New World: The Story of European Immigration to North America
paintings and comments by William Kurelek
additional text by Margaret S. Engelhart
Tundra Books: 1985
$14.95

Subject: History

This book emphasizes the human side of European immigration to North America. It is divided into short sections with headings such as, *Why They Left Europe*, *Finding Work*, *The Dream of Owning Land*, and *Learning to be a Child of the New World*. The text is primarily historical, with autobiographical comments by Kurelek, himself a son of a Ukrainian immigrant, describing how his wrists felt after milking ten or twenty cows. The paintings have been selected from a series intended, before his death, to represent all the immigrant groups and are evocative. High prairie skies and long horizons contrast with crowded rooming houses and laden Polish Christmas tables. These images are colorful, positive and full of admiration. There is no index and a statistical appendix is confusing, but this does not deter from the book. The history is clear within the text and it is the human emphasis that is its value. It is an excellent book with which to ask, "Where did your families first come from?"

KIM/KIMI
by Hadley Irwin
McElderry: 1987
$12.95

Topic: Ethnicity
Country: USA
Subject: Literature

Kim/Kimi, part Irish, part Japanese, sets out on a clandestine search from Iowa to Sacramento, California, to find out about her real father, Kenji Jogushi, who died before she was born. The search leads her to an aunt and a grandmother, and the story of Tule Lake, A Japanese internment camp of World War II. Cultural identity is the theme: Kimi's lack of Japanese identity within an ethnic community, her new-found relatives shame of their heritage, the clash of old and new ways forbidding marriage outside their people, and Kimi's own identity confused by the pull of adoptive parents. This book is good reading, plus thought provoking. *The Eternal Spring of Mr. Ito*, by Sheila Garrigue (Bradbury, 1985, $11.95), and *Naomi's Road*, by Joy Kogawa (Oxford, 1988, $4.95) both deal with the same subject, but convey a more immediate sense of feelings and events. *Journey Home*, by Yoshiko Uchida (McEldberry, 1978, $8.95), has been popular and has received three awards.

BEST COPY AVAILABLE

IMMIGRANT GIRL: BECKY OF ELDRIDGE STREET
by Brett Harvey
Holiday: 1987
$11.95
Country: USA
Subject: Social Studies, History

Immigrant Girl describes the daily life of Becky Moscowitz in 1910 on the lower Eastside of New York City. She remembers the pogrom of Grodno, Russia, struggles not to mispronounce words in school, observes the sweatshop where her aunt works and accompanies her aunt to a strike meeting. She speaks of the pleasures of her new home, the library and the Nickelodeon. A glossary of Jewish words is appended. This book should be read, perhaps aloud, less as a story and more to augment classwork. The prose is cheerful and childlike, but the pencil drawings are dark and smudgy, often reinforcing the drudgery filled and down-trodden image of the immigrant which is not reflected in the text.

YAGUA DAYS
by Martel Cruz
Reading Rainbow Book/Dial: 1987
$3.95
Country: Puerto Rico
Subject: Literature

Adan, on a trip to Puerto Rico, learns what a yagua day is (a rainy day when children slide on wet palm leaves down a bank and into the water). The cultural details are secondary to a good story.

MY AUNT OTILIA'S SPIRITS
by Richard Garcia
Children's Book Press: 1986
$10.95
Country: Puerto Rico
Subject: Literature

This is a humorous story of a Mexican-Puerto Rican boy who is visited by his skinny, unsmiling Aunt Otilia from the "old country," who believes in magic and ghosts. A bi-lingual book.

HOTEL BOY
by Gita Kaufman
Atheneum: 1987
$11.95
Country: USA
Subject: Social Studies

When a fire destroys their apartment, this five-year-old boy and his family move into a welfare hotel. This is his description of life there accompanied by natural and not overly dramatic photographs. This is the American experience of being without a home.

IN THE YEAR OF THE BOAR AND JACKIE ROBINSON
by Bette Bao Lord
Harper: 1984
$10.98 ($2.95 paper)
Country: USA
Subject: Literature

Sixth Cousin is given a name by her grandfather in the Confucian tradition, and chooses a name to honor their impending immigration to Brooklyn, N.Y. - Shirley Temple Wong, for everyone loves Shirley Temple. But Shirley Temple Wong's adjustment does not go that smoothly. Softened with humor, we see her pain and confusion and her classmates' jibes, intentional and unintentional. There is also the horror when the Wong family realizes that they have forgotten the festival of the Autumn Moon, and they understand how real their separation from family truly is. This story is based on the author's own experiences as a child and it ends on a positive note of adaption, belonging and "double happiness."

A PROMISE IS A PROMISE
by Robert Munsch
& Michael Kusugak
Annick: 1988
$4.95
Topic: Ethnicity
Country: Canada
Subject: Literature

A Promise is a Promise is based on the childhood experience of an Inuit man. In it, Allashua, is pulled beneath the ice while fishing, by a Quallupilluq, a troll-like creature who lives beneath the sea waiting for little children. In the end, the mother outwits the creatures and saves her child. The setting is of modern Inuit life; the family lives in a house and has toys, quilts, and candy; yet the ancient monsters are still present. The watercolor illustrations are bright and detailed, like the embroidery of Allashua's parka. The story is well told with the repetitions of an ancient legend.

Global

GAMES OF THE WORLD
U.S. Committee for UNICEF
1 Children's Boulevard
Ridgely, MD 21685
$14.00
Subject: Physical Education

Instructions for 83 indoor and outdoor games and activities are given and illustrations with more than a thousand photographs and art reproductions.

RICE
by Sylvia Johnson
Lerner: 1985
$12.95
Topic: Hunger
Subject: Social Studies, Industrial Arts

Full color photographs describe the cultivation of rice, the mainstay of half the world's population.

NOBODY WANTS A NUCLEAR WAR
by Judith Vigna
Albert Whitman: 1986
$11.25
Topic: Peace
Subject: Social Studies

Nobody Wants a Nuclear War addresses a young boy and girls' fear of nuclear war and of never growing up. They build a hideaway in the woods, bringing cans of meatballs and the picnic blanket. Later, they are found by their mother. This book has won the Jane Addams Peace Award.

PEOPLE BY PEOPLE
by Peter Spier
Doubleday: 1980
$11.95

Topic: Population, Ethnicity
Subject: Social Studies

People by People, with a wealth of detail, portrays our differences in looks, clothing, houses, games, religions, and our ideas of what is fun or beautiful. Similarities are also stressed. Some of the illustrations are stereotypical, such as the Dutch women in historical, winged lace caps, or Africans in full tribal dress. Yet, they drive the point home, we are all different and worthy of respect. Young children will relish the snapshot-like illustrations, sometimes, twenty-four at a time, all labeled by country. This is an excellent concept book, for it includes the individual reader, and then branches into bigger concepts of countries and finally that of the globe, never losing sight of the individual.

ALL IN A DAY
by Eric Carle et al.
Philomel Books: 1986
$13.95

Topic: Ethnicity
Subject: Social Studies, Science

All in a Day has been designed to teach the concept of similarities of children all over the world. It his illustrated by nine well known artists each of whom is described in a short biographical sketch. A ship-wrecked sailor, in the center of the page, sends messages from the Equator to the northern hemisphere where it is winter and to the southern hemisphere where it is summer; his messages are to children, all in different time zones, some sleeping, some playing. All of these scenes are displayed on double page lay-outs to show visually that all this is happening at once, all over the world. There is an extensive note explaining the phenomenon of night and day, time zones, and seasons. This book should be used with adult interpretation as children may be distracted by the wealth of colorful and intriguing detail and miss the overall concept. *Under the Sun*, by Ellen Kandoian (Dodd, 1987, $11.95) teaches the same concept, only for younger children.

THE ENCHANTED WORLD
by Amabel Williams-Ellis
Little Brown: 1988
$17.45

Subject: Literature

Twenty-two stories form around the world with short statements as to their origin and accompanied with exceptional illustrations by Moira Kemp.

FACES: THE MAGAZINE ABOUT PEOPLE
20 Grove Street, Peterborough, NH 03458
Subscriptions: P.O. Box 6991, Syracuse, NY 13217
$1.95/single issue ($17.95 year subscription)

Faces is an anthropological magazine for elementary school children published monthly in cooperation with the American Museum of Natural History. It takes broad subjects such as harvests, weddings, or masks, and devotes the issue to the topic with approximately six articles on the topic in different cultures. It also includes three or four activities surrounding each featured theme.

"...in the process, create rather than merely accept the future."

- Arlene Fingeret

MIDDLE SCHOOL

MAPS AND GLOBAL EDUCATION

By Mary Jacob
Dean of International Affairs
and Lecturer in Geography
Mount Holyoke College

Map skills are a basic and necessary component for any program in global education. Students need to know the geographic location of the places they study and the relationship of those places to other parts of the globe. The teaching of map and globe skills in geography is usually taught in the social studies division of the curriculum.. However, map work may also be incorporated into other curriculum areas including language arts, foreign languages and mathematics.

This curriculum unit consists of several parts to assist teachers who wish to incorporate map work into their classroom. It outlines a few basics about maps: projections, basic map elements and map types. It lists resources for teaching map and globe skills and commercial sources of maps, atlases and globes. The unit concludes with a list of suggested map activities and exercises for the classroom that cover a number of curricular areas.

MAP PROJECTS

All the features of the globe cannot be accurately represented on a flat map. Distortion of at least one or more of the following map properties will occur: area (size), shape, distance and direction. Depending upon the purpose for which a map is used, the map maker (cartographer) will select a projection that most accurately represents one or two of these four properties. Maps that preserve area are called equal area maps, shape or conformal maps, and direction or azimuthal maps. No map projection can preserve true distance in all directions but a

number of projections maintain accurate measures of distance along particular sections of the map.

Most teachers will need to know about projections when selecting world maps for use in their classroom. Teachers will want to select a world map that makes a good compromise at preserving the accuracy of both the size and shape of continent and countries. No projection can represent both size and shape accurately at the same time. The Mercator projection, which has been widely used for world maps in the United States, grossly distorts the areal size of countries in the northern latitudes. On a Mercator projections Greenland (840,004 sq. mi.) appears big or bigger than South America (6,900,000 sq. mi.). The Peters projection, an equal area projection that has been marketed as a corrective to the distortions of the Mercator projection, errors in the other direction by distorting the shape of countries although it does more accurately represent their size. Fortunately, a number of other equal area projections that do a reasonable job of preserving both the size and shape of continents and countries are used by commercial map companies for world maps. Among these projection are those identified as homolosine, homolographic, and sinusodial.

TYPES OF MAPS

Maps are of two basic types:

i. General Purpose, and
ii. Special Purpose or Thematic Maps.

General purpose maps contain information about major physical features (lakes, rivers, oceans, political boundaries, cities and landmarks). Road maps and topographic maps are examples of general purpose maps. Thematic maps contain information about a particular theme or topic such as population, rainfall or vegetation. Atlases usually contain both general purpose and special purpose maps.

Special purpose maps may be divided into four classes:[1]

1) Qualitative distribution maps depict the location of particular features, activities or events such as parks or historical sites.

2) Generalized or gross quantitative distribution maps depict the quantity of a phenomenon in absolute terms.

[1] Jeremy Anderson, "Teaching Map Skills: An Inductive Approach - Part Four," *Journal of Geography*, July-August (84:4) 1985, p.173.

3) Dot distribution maps represent absolute data by assigning a numerical value to a dot. For example, one dot equals 200 people.

4) Choropleth and isopleth maps depict quantitative information by converting it to ratios. For example, a choropleth map of population might depict population density (the number of people per square mile).

Maps are made at various scales ranging from those that depict the world as a whole, to world regions (such as Africa, Latin America, individual countries, state/provincial administrative units, counties/districts, individual city/local town or neighborhood maps.

Atlases, geography books and map companies use different schema for dividing the world into major world regions. For example, Central America and the Caribbean may appear on maps of North America just as easily as they might appear on maps of South America or Latin America. Afghanistan is sometimes included on maps of the Middle East (also called West Asia or Southwest Asia) and sometimes on maps of the Indian sub-continent (also called South Asia). The schemas used for this resource directory is a fairly standard classification of major regions:

1. Africa
2. North America
3. South America (including the Caribbean and Central America)
4. East Asia (China, Japan, the Koreas, Taiwan, and Hong Kong)
5. South Asia (including the Indian sub-continent and countries of Southeastern Asia from Burma to the Philippines)
6. Middle East
7. Europe
8. Oceania (Australia, New Zealand and other Pacific Islands)
9. Union of Soviet Socialist Republics

Before ordering any maps a teacher needs to check what countries and features are included. Most maps publishers provide catalogues with pictures or detailed descriptions.

Maps come in a variety of sizes and materials depending upon the use to which they will be put. Wall maps and outline maps are particularly useful in the classroom., Wall maps are available for the world as a whole, major world regions, individual countries and, in the case of the United States, individual states. **Each classroom should have a map of the world!** To help children develop a more accurate mental image of the world, select a

world map that does not place North and South American in the center and divide the Eurasian land mass on either side. Select an equal area projection and avoid the Mercator projection. Each school should have a library of wall maps of the major world regions, the United States and other countries that may be studied by classes in the school. Teachers should be able to borrow specialized wall maps from the school's map library as needed.

Outline maps are also available for the world, major world regions, some individual countries and individual states in the United States. Outline maps can be ordered in quantity and used by students to compile their own information -- that is to make their own maps. Outline maps are made of either paper or are covered with a plasticine surface so that drawings may be erased and the map used over again. Outline maps come in a variety of formats. At a minimum, they contain the major political boundaries that outline the area of study. They may also include internal political boundaries, rivers, other physical features or dots to depict the location of major cities. These additional features may be labeled or unlabeled by the manufacturer.

MAP ELEMENTS

Maps should generally contain the following information:

Title
Orientation
Author
Direction
Scale
Legend.

As one geographer has put it, "most maps need TOADS or TODALS...."[2]

Title. Like a story, a map needs a title to inform the reader of its purpose. Usually the title will indicate the name of the place/region, the topic or theme and sometimes the date.

Orientation. Orientation refers to the principal geographic directions on the map (N and sometimes E, S, and W) that are usually depicted with an arrow. Orientation may also be depicted by the use of one of two kinds of grid systems: (1) a simple arbitrary system like that used on city street maps or state highway maps with letters of the alphabet running along the sides and numbers along the top and base of the map; or, (2) lines of latitude and longitude. Maps of familiar areas or regions such as states or countries may

[2] Jeremy Anderson, "Teaching Map Skills: An Inductive Approach - Part One," *Journal of Geography*, January-February (84:1) 1985, pp.30-31.

not need an orientation symbol if the cartographer can assume that the map reader would already know the directions.

Author. The author of the map may be a company such as Rand McNally, the National Geographic Society, or it may be an individual. It is important to know who to contact if errors are found on the map.

Date. Since boundaries frequently change and quantitative information that is mapped also changes, it is important to date when the map was made. The date enables the map reader to evaluate the accuracy of the map.

Legend (or Key). The legend is that part of the map that defines the meaning of the map symbols. In some cases symbols may be defined on the map itself and in other cases the meaning of the symbols may be self-apparent and need no further explanation in the legend.

Scale. The map scale informs the map reader what the unit of measurement on the map (i.e., inches or centimeters) actually represents on the ground (i.e., miles or kilometers). Scale may be expressed in any or several forms: Verbally (1 inch = 1 mile), as a ratio (1:63,360 -- meaning 1 inch on the map represents 63,360 inches on the ground which is also one mile), or in graphic form (0___miles___1).

RESOURCES FOR TEACHING MAP AND GLOBE SKILLS

As noted earlier, the teaching of map and globe skills is geography. Within the last couple of years a major initiative to improve the quality of geographic education in American schools has been undertaken through the auspices of the Geographic Education National Implementation Project (GENIP) which is sponsored by the American Geographical Society, the Association of American Geographers, the National COuncil for Geographic Education and the National Geographic Society. GENIP has initiated Geographic Alliances in selected states.

The Massachusetts Geographic Alliance

Massachusetts was recently selected to participate in the Geography Alliance program whose purpose is to form networks among school teachers, educational administrators and professional geographers to share information, ideas and resources on teaching geography including map skills. The Massachusetts Geography Alliance will send five Massachusetts public school teachers in 1988 and 1989 to participate in a summer institute at the National Geographic Society headquarters in Washington, D.C. Upon their return they will share what they learn with colleagues. The National Geographic Society, with the assistance of the Massachusetts Geographic Alliance, will also sponsor three one-day institutes on the teaching of geography in Fall 1988: at Medford in October, at

Plymouth in November, and at Worcester in December. Massachusetts teachers who would like to join the Alliance or participate in its activities should contact:

Dr. Richard Anderson
Department of Geography
352 Lafayette Street
Salem State College
Salem, MA 01970

The National Council for Geographic Education (NCGE)

The National Council for Geographic Education produces a journal and a number of other publications that contain articles, exercised/activities, and information on maps and teaching map skills primarily for elementary and secondary schools. NCEG's materials deal with other dimensions of geographic education which are also of great value to teachers in developing global education units.

K-6 Geography: Themes, Key Ideas, and Learning Opportunities. 1987. Published by GENIP and distributed by NCGE. Cost: 1-9 copies $6.00/each; 10-19 copies $5.50/each; and 20 or more copies $4.00/each.

Guidelines for Geographic Education: Elementary and Secondary Schools. 1984. Cost $3.00.

Barbara Winston. *Map and Globe Skills: K-8 Teaching Guide.* Topics in Geography Series No. 7. 1984.

Jeremy Anderson. *Teaching Map Skills: An Inductive Approach.* Topics in Geography Series No. 8. 1986.

A single copy of each of the above is available for teachers to use through the International Resource Center located at

World Affairs Council of Western Massachusetts
1655 Main Street, Room 204A
Springfield, MA 01101-4234
(413) 733-0110

Teachers may also purchase these publications directly from the

National Council for Geographic Education
Western Illinois University
Macomb, IL 61455

The *Journal of Geography* is published bi-monthly and sent free of additional charge to members of the NCGE. Annual membership for teachers (K-12) is $25.00. Individual copies of the journal may be ordered at a cost of $8.00 each.

Other Resources are also available at the International Resource Center at the World Affairs Council. They may also be purchased directly.

Mapping Latin America. Produced by the Stanford Program on International and Cross-Cultural Education (SPICE). 1987. Grades 6-9. This will designed unit can also serve as a model for developing a curriculum unit on mapping other world regions.

Teaching Map and Globe Skills: A Handbook. By Elizabeth Hovinene. Chicago: Rand McNally & Co., 1982. An excellent book divided into four parts:

Developmental Program for Map and Globe Skills (K-12)
Special-Purpose Maps
Map Making
Teaching Map and Globe Skills to Children with Special Needs

The appendices cover the selection, use and care of maps and globes and include glossaries of American and foreign geographical terms. The reference section contains several sections: Background Material for Teachers; Teaching Map and Globe Skills; Books for Students and Addresses: Sources of Maps, Globes, and Audio-Visual Materials.

MAP SOURCES

Rand McNally
Educational Publishing Division
P.O. Box 7600
Chicago, IL 60680

Rand McNally's free *Educational Division Publishing Catalogue* lists the full range of maps and globes offered by the company. World and U.S. maps are made for different skill levels (Beginner, Levels I, II and III). Political, physical/political, historical and cultural maps of the world and major world regions are available , as are political and visual relief state wall maps. The company also sells several student atlases and classroom supplements that contain specially prepared activities and worksheets to help students learn to use atlases and develop map skills. Rand McNally also published a series of world, regional and state outline maps that can be purchased in bulk for student use.

Hammond Inc.
515 Valley Street
Maplewood, NJ 07040

Telephone: 800-526-4953

Hammond publishes a variety of world and specialized atlases. They also carry three different types of outline maps for student use. They have a small selection of wall maps.

National Geographic Society
Education Division
Washington, D.C. 20036

The National Geographic Society publishes wall maps, globes and learning kits that teach map skills for the elementary grades. Its video series, "Families of the World" and "Portraits of Continents" are particularly appropriate for global education classes and may be borrowed from the International Resource Center at the World Affairs Council in Springfield, MA.

Seanchai Educational Services
834 State Street
Portsmouth, NH 03801

This company publishes a set of desk maps of New England that are made with varnished surfaces that can be cleaned with tissues when marked with Easy-Off crayons. Maps contain the map of a New England State on one side and a map of the New England region on the other. They come in two sets which differ in the amount of information they contain.

National Cartographic Information Center
Reston, VA 22092

The center will send free of charge an index of topographic maps for Massachusetts. The index will list maps that are available at various scales from 1:24,000 (about 2.5 inches per mile) to 1:250,000 (about .25 inches per mile). It also lists sales offices within the state.

MAP EXERCISES AND ACTIVITIES ACROSS THE CURRICULUM

Map and globe skills need to be developed throughout a child's elementary and secondary education. The resources identified above for teaching map and globe skills will provide teachers with ideas and concrete lesson plans for various grade levels. What

follows is a list of suggested activities that involve the use of maps in various curricular areas. These activities are better suited to students at the secondary level although teachers might adapt them for use at the elementary level depending upon the map skills students already possess. Some of the activities require that students use an atlas and/or outline maps of the world. If enough atlases are not available for the whole class, students might work in small groups sharing atlases.

Geography/Social Studies

One way for students to develop a place name vocabulary for countries, major cities, bodies of water and other features of the world map is to use listing techniques. [3] For example, ask students individually or in groups to list such things as:

1) Countries in OPEC, NATO, Latin America, East Africa, etc..
2) Islamic countries
3) Countries that are islands
4) Countries that are the poorest and richest, largest and smallest in land area, in population, etc..
5) Longest rivers in the world
6) Capitol cities of a world regions (Europe, South America)

Teachers can develop an infinite number of listing questions. Students could use atlases, encyclopedias and other reference books to find the answers.

This exercise can be taken one step further. Where appropriate, students could be given a blank outline map of the world (or world region) and asked to identify the countries by shading or labeling the name on the map rather than writing them as a list on a paper or blackboard. Students could label other features such as cities, rivers, and bodies of water if the list question involved these types of features. By actually locating places on the map through the techniques of labeling and shading, students develop a place name vocabulary and learn to recognize continents, countries and other features on a world map.

Language Arts

The two exercise that follow ask students to use information they gather from an atlas to write short papers. Have students select a country in which they are interested and

[3] John E. Steinbrink. "Listing Techniques for Global Education," *Journal of Geography*, November-December (82:6) 1983, pp. 276-278.

find out as much about it as they can from examining the general purpose map(s) of the country in an atlas. Students should be encouraged to locate their country on the special purpose world maps at the front of the atlas which portray a variety of phenomena including climate, vegetation, religion, language, natural resources, agriculture and population. Ask students to write an essay describing the country using the information they have gleaned from the maps. Students could check the accuracy of their reports by reading an article on the country in an encyclopedia or other reference book.

A second exercise asks students to plan the itinerary for a trip using the general purpose and special purpose maps in an atlas as described in the previous activity. The teacher could assign a theme(s) or allow students to create their own. Possible themes might be Selected Capitols of the World, Capitols of Central America (or some other region), a cruise in the Caribbean (Mediterranean or any other body of water). Ask students to write a paper outlining where their trip would begin, the mode of travel on each sector of the trip, places for overnight stays, and sites to be visited.

Foreign Languages

Foreign language teachers in junior and senior high school can use maps and atlases printed in other languages even in their introductory level classes because students can come to understand them, more quickly than a written text. An example of this type of activity is described in an article by David Lanegran and Pat Wilcox Peterson, "Using the *Seydlitz Weltatlas* in the American Geography Classroom," *Journal of Geography*, (86:2) March-April, 1987, pp.64-68.

Mathematics

Teachers could select a variety of maps from atlases and other sources (highway and city maps) and have students convert the expression of the map's scale from one form to another. For example, if the scale is in verbal form (1 inch = 1 mile), have students draw a graphic scale (0 miles 1). If the scale is expressed as a graphic scale, have students convert it to a verbal scale. If the scale is expressed as a ratio (1:1,000,000) or fraction (1/1,000,000) which is read as one unit of measure on the map equals 1,000,000 units on the ground, have students convert the scale to a verbal and/or graphic scale using the value of 1 unit = 1 inch. The problem may now be stated as follows:

> *1 inch on the map = 1,000,000 inches on the ground. How many miles are in 1,000,000 inches?*

Students need to know there are 63,360 inches in a mile. In this case one inch represents 15.78 miles. The have students do the same problem with 1 unit = 1 centimeter. Now the problem is that 1 centimeter on the map represents 1,000,000 centimeters on the ground.

How many kilometers are in 1,000,000 centimeters? One centimeter equals 10 kilometers on maps of this scale.

Teachers could also explore the difference between absolute numbers and ratio numbers by having students calculate population density or per capita income. For example, given the absolute population figures and areal size od the countries of East Asia, China ranks as the number one country in terms of population size. In fact, it is the largest country in the world with over one billion people. However, when population density is calculated (Population Density = Total Population divided by the Areal Size) China ranks 5th out of the six countries in the region. Teachers could develop units for students to calculate population densities for any world region under study. Per capita income is calculated as follows -- Gross National Product divided by Total Population.

Country	Area (sq.mi.) (1,000s)	Population (1,000s)	Population Density (per sq.mi.)
China	3,691.5	1,076.0	290
Hong Kong	0.4	5.8	14,146
North Korea	46.5	21.4	460
South Korea	38.0	44.7	1,176
Mongolia	604.3	2.0	3
Taiwan	13.9	20.2	1,453

NOTES

LESSON PLANNING

By David Styles
Center for International Education

Exposure to Issues of Poverty and Hunger Through Letter Writing and Composition Exercises

GRADE: 7th or 8th
SUBJECT: English (letter and report writing)

Rationale

During seventh and eighth grade English, students are often asked to undertake tasks to develop their letter writing and composition skills. Typically the instructor ask the students to write a letter to a tourist information office or write a composition about their favorite sport.

The essential skills of letter writing and compositions are important foundations upon which much of the students' later success may depend. However, these exercises can easily be made into much more than an English lesson. Letter writing and composition exercises offer unique opportunities for the student to expand his/her view of the world. Through letters of inquire and reports on areas of global issues, the assignments may have a far reaching influence on the student's overall development and career choice.

Following are two interdependent lessons, one each on writing a business letter and a short composition. These lessons are not intended to replace the English instructor's materials on the mechanics of letter writing and composition but rather to offer a suggestion for altering the lessons so as to expand the student's horizons on selected social issues.

LESSON ONE
Business Letter Writing Skills
(Requesting Information from an Organization)

Objective

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1. By the end of this lesson, the student shall be able to demonstrate his/her understanding of the parts of a business letter.

2. By the end of this lesson, the student will become aware of the large number of organizations that exist addressing the issues of world hunger and development. (Instructor, see attached list of selected organizations that deal with issues of hunger and development.)

Activities

Day One

Students are given a brief introduction to this lesson and told that they will actually be mailing the letter the write. Students are also informed that they will be expected to write a report on the material received as a result of their business letter.

The instructor briefly explains the difference between a friendly letter and business letter. The students are asked to orally identify some reasons a person would want or need to write a business letter.

Each student is given a copy of a business letter. The instructor ask the students to identify the parts of the letter (writer's address, date letter written, inside address, salutation, main body, complementary close and signature).

The class is divided into groups of four. Each group is given a list of organizations to which they may wish to write. The group is ask to go through the list together and each person in the group chooses a different organization that interest them and they would like to know more about. The students should be encouraged to discuss among themselves why they chose a particular organization and, time permitting, what they already know about organizations dealing with issues of hunger and development.

Still in groups, the students complete all of the parts of their business letter EXCEPT FOR THE BODY, which should be left as a blank space. Students should be encouraged to collaborate and ask each other questions during this part of the exercise. When finished, each student's work should be checked by every member of his/her group for proper punctuation, placement, etc. The instructor should circulate during this part of the lesson to insure students are following instructions properly and to answer questions.

Day Two

Students are asked to take out their business letter from the previous day and think about exactly what want to ask the organization.

The instructor should go through the main points of constructing the body of the business letter.) First paragraph gives reason for writing (overview), second paragraph gives necessary background information, third paragraph closes and tells where the addressee can write back, etc..)

Students write the body of their letter on a separate sheet of paper from their previously written letter format. Students should be encouraged to show what they have written to other class members for review. The instructor should circulate and review every paper if possible.

The students are asked to prepare their final letter, including all parts, to be handed in the following day.

[The following day the instructor should collect the letters and review them. If some are not correct, they should be written again. All correct letters should be given back to the students for mailing.]

LESSON TWO
Composition Writing Skill
(Writing About an Issue)

Objective

By the end of the lesson, the student shall demonstrate an understanding of the basic elements of report writing by writing a clear and concise report on some aspect of hunger and/or development based primarily upon information received as the result of lesson one above.

Activities

Day One

The instructor should introduce this topic by emphasizing the need for good report writing skills throughout there coming years in school and possibly in their professional careers. The instructor should also emphasize the importance of understanding world issues and the use of report writing in accomplishing this end.

The instructor should break the class into groups of approximately four and inform them that this group will be their group throughout this exercise and members are expected to assist each other as much as possible. Members should be expected to share ideas and review each others work.

The students, in their groups, should take out their response from the letters they wrote in lesson one. Each member should review with his/her group the contents of what they received.

The instructor should explain the importance of limiting the subject they will write about. The subject should deal mainly with the activities of the organization to which the student wrote or an issue or topic which the organization is mainly concerned. (Some students may have received a great amount of material as a result of their letter while others may have received only a small amount. Students who only received a small amount should supplement this with information from the library or with information other students received.)

Each student should develop a statement of his/her topic and review this selection with the group. The instructor should circulate to insure students are on the right track.

The remainder of this day should be spent with the students reviewing their material or visiting the library.

Students should be told that they must turn in a copy of their topic for review by the instructor before the class ends.

Day Two

The instructor should return their topic and then review with them the principles of organizing a paper and outlining the paper.

In groups the students should start work on their papers. The instructor should take this opportunity to work with students who had weak or vague topic statements.

The instructor should collect the outlines for review at the end of the class.

Day Three

The instructor should return the outlines to the students and review common weaknesses. The students should then return to their groups and continue work on the paper. The students should be informed that at first draft is due at the end of the class period.

While the students are working on their papers the instructor should meet with individuals to discuss special problems and circulate around the room to insure students are properly constructing their paper.

Day Four

The instructor should return the reviewed first to the students. The student should read their first drafts to their group for further review.

Each student should write his/her final draft of their paper for submission at the end of the class. Student who are not able to complete their paper or who need further library work should turn their papers in the following day.

Day Five

This day should be devoted to a discussion of the topics on which the students wrote. Students should be encouraged to give a summary of their papers and the class should be encouraged to ask questions and voice their opinions about the topics. (This part of the lesson is very important to stimulating the student's interest in world issues and in seeing the value and reward in writing letters and reports.)

Materials Needed

Few materials are needed for these lessons except for the English class textbooks and handouts on writing business letters and reports that are normally available to instructors.

A list of selected organizations dealing with issues of hunger and development are included with these lesson plans.

REFERENCES

Campbell, W.G., Ballou, S.V. & Slade, C. *Form and Style*. (6th Edition) Houghton Mifflin Co., Boston: 1979.

C 1

SOURCES FOR INFORMATION

Center for Science in the Public Interest
1757 S. Street N.W.
Washington, D.C. 20009

Children's Foundation
1082 Connecticut Avenue NW
Washington D.C. 20036

Community Nutrition Institute
1910 K Street NW
Washington, D.C. 20006

Food Research and Action Center
2011 I Street NW
Washington, D.C. 20006

World Food Year
P.O. Box 1975
Garden City N.Y. 11530

Bread for the World
32 Union Square East
New York, New York 10003
Center of Concern
3700 13th St. NE
Washington, D.C. 20017

Center for Development Policy
401 C. St. NE
Washington, D.C. 20002

Center for International Policy
120 Maryland Ave. NE
Washington, D.C. 20002

Clergy and Laity Concerned
198 Broadway
New York, NY 10038

Food Policy Center
538 7th St. SE
Washington, D.C. 20003

Development Group for Alternative Policies
2200 19th St. NW
Washington, D.C. 20009

Friends Committee on National Legislation
245 2nd St. NE
Washington D.C. 20002

IMPACT
The Newman Center
1701 University Ave. SE
Minneapolis, MN 55414

American Friends Service Committee
1501 Cherry St.
Philadelphia, PA 19102

Economic Development Bureau
234 Colony Rd
New Haven, CT 06511

Where in the World Will That Grow

GRADE: 7th or 8th
SUBJECT: Environmental Science
(plant growth)

Rationale

Seventh and eighth grade students are normally exposed to the subject of the effect of temperature on plant growth as part of their environmental science or biology course. The subject of temperature effect on plant growth offers the perfect opportunity for the instructor to expand the student's thinking beyond the pure biology of plant growth to the concepts of how plant growth effects people around the world and their dietary habits. Through this lesson, the student will have tangible evidence of how selected food plants will perform in a environment where the temperature is very warm. The observation of the effects of temperature on plant growth will better able the student to visualize other people's environment and that environment's effects on diet.

Objectives

By the end of the lesson the students shall be able to:

1. Identify the temperature range under which each of the four plant varieties used in this experiment perform best.

2. Identify at least six varied location on a globe where each of the four plant varieties would best flourish.

3. Better understand the effect of temperature as a major contributing factor to variations in peoples' diets around the world.

Assumptions

It is assumed that the students have a basic understanding of global weather patterns. It is also assumed that the students know how to measure with a ruler and to record these measurements.

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Materials

* Two potting trays measuring approximately 1' x 3' (feet) with a depth of 8 - 10 inches.

* Plexiglass sheets to enclose one of the trays to a height of 18 inches with the top panel being divided and removable so as to allow for ventilation and watering as needed.

* One bar heater or cable heater with temperature control.

* Potting soil to fill trays.

* At least eight seeds each of lettuce, cabbage, corn, and okra.

* A poster board marked off so as to record the growth of four varieties of plants under two temperature conditions.

Procedures/Activities

Two weeks before the lesson is to begin,

The instructor should plant two groups of two seeds each of lettuce, cabbage, corn and okra at equal distance in each of the trays. The trays should be kept at a temperature and moisture condition suitable for sprouting until the time of the first meeting with the students on this subject. In cases where both seed sprouted, the least healthy of the two should be eliminated after about 10 days. This should leave two examples of each variety in each of the trays. It is suggested that the instructor take responsibility for watering the plants throughout the demonstration.

On the first day of meeting regarding this lesson,

The instructor should convey the following information and instructions:

- The effect of temperature on plant growth is being investigated.
- Two trays, each containing four different varieties of common garden vegetable plants are present. The two trays will receive the same treatment over the next four weeks except for the temperature of their growing environment. One tray will be kept in a relatively cool place and the other tray will be maintained at 95 degrees

F. during the day and 80 degrees at night. Both trays of plants will receive adequate sunlight.

- The class will measure each plant weekly to determine their growth patterns. Each measurement will be recorded on a displayed chart.
- Each student shall identify one place outside the USA which has a day time temperatures averaging approximately 95 degrees and a night time temperature of approximately 80 degrees for at least six months of the year. Each student will be expected to briefly describe his/her location the following week.
- The students will assist the instructor in placing the plexiglass housing over the "hot" tray and turning the thermostat on the heating mechanism to 95 degrees. (The instructor is responsible for turning the temperature down to 80 degrees before leaving and turning the temperature back up to 95 degrees in the mornings.)

The second week,

The students will measure and record the growth of each plant.

The second week,

The students will give a brief description of their location outside the US that has a average temperature of 95 degrees.

The third week,

The students will measure and record the growth of each plant.

On the fourth and last week of this lesson,

The students should measure and record the growth of each plant. The instructor should then lead a discussion on the topic based upon the following questions to the students.

- Which of the varieties performed best in each of the environments? (Try tasting the lettuce from the hot environment if any survived.)
- Why did two of the varieties seem to like the hot temperature better than the other two?
- Why do you commonly eat certain foods even though others may be available at the store (i.e., coconuts, taro root, - even pineapples and bananas were not commonly eaten by our grandparents)?

- What does this tell you about what people may eat or not eat who live in places with an environment similar to these two?
- Would people who live near the Equator at sea level normally eat a tossed salad for dinner?
- Can you think or any other way temperature may effect the way we live (i.e., dress, houses, etc..)?

Evaluation

The most appropriate evaluation for this lesson is one in which the student is ask to indicate his her understanding, through explanation and example, of the effect of environmental temperature on our eating habits and those of other people around the world. This evaluation could be done orally or as a written test.

REFERENCES

Marson, J. E. *Interdependence of Living Things.* London: Longman Group Limited, 1971.

U.S. Department of Agriculture. *Gardening for Food and Fun.* Washington DC: 1977.

LESSON PLANNING

By Patti Driscoll Styles
Amherst, MA

Asia: Questions and Answers

GRADES: 4 - 7th
SUBJECT: Computers

Rationale

Often Americans do not know much about countries other than our own. We find it difficult to locate them on a map,to name their leaders and to recall their languages and religions. The purpose of this lesson is to provide an opportunity for students to learn about the Asian nations particularly the facts that they choose to study.

Objectives

By the end of the lesson students will be able to locate Asia on the map and globe. They will have chosen one Asian nation and have done some research on it. They will have entered this information onto a computer database. From information in this database they will have designed a game to be played by their peers.

Materials

World map, globe, encyclopedias, almanacs, scissors, markers, posterboard, computer and computer software for creating databases.

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Procedure

Step One Telling the students the objective and initial discussion (15 minutes). Sample discussion.

1. How many of you have ever played *Trivial Pursuit*? *Monopoly*?
   Where in the World is Carmen San Diego? Who would like to tell us about their favorite game?
2. You are going to make a game in this class either by yourself or with a friend. It will be a game about Asian nations. Today we will begin to learn about the countries on the continent of Asia. Together we will determine what we want to learn about each Asian nation. Then alone or with a partner you will choose one country and investigate it. You will put your findings into the computer. After all the information is in the computer you may use your free time to start creating your game about Asia.
3. Let's get started. Who can show us Asia on the globe? map?
4. Let's list the Asian countries on the board. Who can tell us one country. (Write countries on board.)
5. We are going to create a database about these countries. Does anyone know what a database is? Yes, it is a program on the computer that takes our information and keeps it for us. If we want it will organize it. Let's say we each write in the size of a different Asian nation. Then we can ask the computer to organize the nations from smallest to largest or largest to smallest and it will. It can put the nations in alphabetical order for us if we want. What else do you think we could do with this database?
6. What information do you want to find out about each country? (List categories on the board, for example, population, size, capital city, language, recent history, economic conditions, relations with the U.S., etc...)
7. Alright, your job now is to choose one of the Asian nations listed on the board and find out the facts we selected about it. Who knows where we can find this information? Yes, encyclopedias, almanacs and history and geography books.
8. Please write your name by the country you have chosen to study so that only one individual or group does each country.

Step Two Time to research countries and enter data in the computer. This step is probably best managed by allowing the students to use reference materials and the computer in small groups over a longer period of time rather than working together as a class. The teacher may need to show the students how to enter the material into the computer and how to retrieve it if they do not already know how.

Step Three Thinking about creating a board game. While the students are finishing their research on their Asian countries they should begin to think about creating their board games. The teacher may wish to discuss games with students. What makes a good game? What do all games have? Usually, games have a starting situation and a finishing one. To get to the finishing position players must perform challenges which are not too easy nor too difficult. Either chance or a certain skill allows the players to advance. Fun games are more enjoyable. Students may have suggestions on what makes a game "fun." See how they plan to bring the Asian theme into their game (A walk around the continent, currency exchange, Asian *Trivial Pursuit*).

Step Four Creating the game (45 to 60 minutes). Set out art supplies and allow students time to make a "Asia" based game.

Step Five Sharing the games and summing up the experiences (20 minutes). Students who wish to show their games to the class may do so. Games might be left in the room for others to use in their free time. The teacher may ask the class to evaluate this lesson. What did they learn? What was confusing, fun, interesting, etc.?

Optional Activities

Start an Asian bulletin board with students bringing in articles on and artifacts from Asian countries. Invite members of the Asian community to speak to the class. Get an Asian pen pal. Sponsor a project in Asia, for example, through the Peace Corp Partnership Program.

A Thanksgiving Lesson

GRADES: 4 - 7
SUBJECT: Economics

Rationale

We read about poor people around the world and we see their pictures on television but do we really have any idea of what it is like to be poor? The purpose of this lesson is to try to bring the reality of being poor into our daily lives.

Objective

By the end of the lesson the students will have calculated a family's expenses for a Thanksgiving meal. Also, they will write a budget for a family living on a limited income.

Materials

Shopping guides, grocery store receipts, transport to a local grocery store (optional).

Activities

Day One - Discussion (20 minutes)

Step 1 Telling the children the objective. We are going to examine how much our families spend for a Thanksgiving dinner and compare that with how little other families have to spend in a whole month.

Step 2 How many of you have had a nice, big Thanksgiving dinner? Today we are going to make up an imaginary Thanksgiving dinner and calculate how much it would cost to prepare. What do you think we should have at this imaginary meal for a family of four? List the students' suggestions on the

board making sure that the cooks don't have to work too hard! Using a shopping circular work out the cost of the meal.

Step 3 Well, this meal would cost __ dollars! Do you know that is more than many families have to feed themselves in an entire month. Now, let's imagine that you are the 'breadwinner' for a family of four. What's a breadwinner? Let's also imagine that you only earn $20 a month. This is not unrealistic. Many people earn less than this, some have no jobs at all. How would you spend your money? Would you buy toothpaste? Shampoo? Ice Cream? How could you feed your family? Who can tell us some their ideas?

Step 4 This is your assignment. Before next week I want each of you to go to the grocery store with your parents (or alone if you are allowed to) and to spend an imaginary $20 on food. I want you to write exactly what you would buy - what brand, what size and what the cost is. You may do this assignment alone or together with a friend. (For students who cannot or do not go to the store the teacher may ask them to choose their food from shopping circular in the classroom). Those students who want to do extra work may write menus using the foodstuffs that they have 'purchased'.

Day Two - Discussion, Evaluation and Poetry Writing (45 minutes)

Step 1 Discussing the selections. Students may share their lists of purchases with the class. The lists may be examined in a friendly but careful way to see which food groups (Vegetables and fruit, bread and cereal, meat and milk) are represented, to see whether the food could last for a month and to ask the buyer why she or he chose as they did.

Step 2 Poetry writing. Ask the students what they have learned from this lesson. What foods would they miss the most if they were poor? What should we do, if anything, to help the poor and hungry around the world? How do we feel with so much? Ask the students to think about these feelings and put them down in a poem form. They might write an easy poem with each line beginning with a sentence such as "I'm thankful for..." or "I'd miss my ..." or a more sophisticated model if they so desired.

"The best effect of any book is that it excites the reader to self activity."

- Thomas Carlyle

SISTER STATES: Massachusetts and Hokkaido (Japan)

By Mary J. Jacob
Dean of International Affairs and Lecturer in Geography
Mount Holyoke College

When Dr. William S. Clark, founder and first president of the Massachusetts Agricultural College (later the University of Massachusetts) went to Japan in 1876 to organize and administer Sapporo Agricultural College, little did he realize that he was planting the seeds of a relationship between the state of Massachusetts and Hokkaido (Japan's northern-most island) that would bear fruit one hundred years later. Today Massachusetts is developing a sister state relationship with Hokkaido Prefecture (state).

Hokkaido has been historically an agricultural and settlement frontier for the Japanese people who began to colonize the island a little over one hundred years ago. In the Meji Era the Hokkaido Colonization Office was established (1869) to encourage settlers to migrate from the southern islands. These settlers encountered a frontier and unfamiliar, harsh climatic conditions that made life difficult. They also encountered the Ainu, the indigenous inhabitants of Hokkaido whose origins has puzzled experts. The Ainu may be related to the peoples of Siberia and are thought to be racially Caucasian. The encounter between the Japanese and Ainu resulted in the demise of the latter. Today only 15,000 full-blooded Ainu live on Hokkaido. That cultural encounter is a reminder of European peoples who met Native Americans in Massachusetts over 300 years ago when the state was first colonized. Native Americans now number only 7,500 in Massachusetts. Unlike Hokkaido which is the most recently settled part of japan, Massachusetts is one of the oldest continuously settled areas of the United States. Hokkaido lies at the periphery of Japan and displays qualities of a frontier state that distinguish it from the rest of the country.

While it is easy to recognize the difference between Hokkaido and Massachusetts, it is interesting to note that the two states have a great deal in common, particularly in their size, environmental conditions, and agriculture. It is also noteworthy that they have begun to actively promote cultural and educational exchanges.

Size. Hokkaido (32,235 sq.mi.) is about four times the areal size of Massachusetts (8,286 sq.mi.). In terms of population, Massachusetts (5,820,000) and Hokkaido (5,576,110) are the same size. Hokkaido ranks 5th in size of population among Japan's 47 prefectures (states) while Massachusetts ranks 13th

among the United States' 50 states. Metropolitan Boston (3,732,300) contains twice the population of metropolitan Sapporo (1,450,000), Hokkaido's capital.

Environmental Conditions. Massachusetts and Hokkaido share a number of locational similarities that account for the similarities in their climates. They lie at approximately the same latitude north of the equator. Both lie in the humid continental climate zone in which the average temperature of the coldest month is below freezing. Massachusetts enjoys warm summers whereas on Hokkaido cool summers dominate except on the Oshima Peninsula to the southwest which, like Massachusetts, also has warm summers. Skiing is a winter industry found in both states. Sapporo was the site of the 1972 Winter Olympics. Massachusetts and Hokkaido are on the eastern side of continental land masses and have relatively cold ocean currents along their shores which are excellent fishing grounds. Both states rank among the top states in their respective countries in terms of the fishing industry. Comparatively poor soils, few extensive plains areas and large areas of forested land characterize both states.

Agricultural. Environmental conditions limit the type and extent of agriculture in Hokkaido and Massachusetts. Both states grow specialty crops not readily grown in other parts of their respective countries. Examples include cranberries in Massachusetts and white potatoes in Hokkaido. Grazing and pasture land comprises the bulk of agricultural land use in Hokkaido. Dairying forms an important part of its agricultural economy. In fact almost 25% of Japan's dairy cattle are on Hokkaido which contains only 5% of Japan's total population. Hokkaido grows some crops found in Massachusetts including sweet corn, white potato, wheat, hay and forage crops. Hokkaido also grows a number of Asian crops. One of Dr. Clark's assistants was responsible for introducing the soybean into American agriculture from Hokkaido.

Cultural and Educational Exchanges. The two states are in the process of setting up a number of cultural exchanges. The Boston Symphony Orchestra will play in Sapporo on its summer 1989 world tour. The Boston Museum of Fine Arts is sending a traveling exhibition to Hokkaido. In the summer of 1988 six junior high school students from Massachusetts and one Massachusetts teacher attended an International junior Youth Art Camp in Hokkaido as fully sponsored guests. Hokkaido is planning a Hokkaido Marathon and wishes to sponsor two Massachusetts runners as participants. A group of Hokkaido young professionals and women civic leaders are scheduled to visit Massachusetts in Fall 1988. The University of Massachusetts and the University of Hokkaido have a long standing exchange relationship that has involved exchanges of faculty, graduate and undergraduate students. In fact, the University of Massachusetts has a very active Alumni Chapter in Hokkaido.

THE ETHNIC VARIETY OF WESTERN MASSACHUSETTS

By Mary Jacob
Dean of International Affairs
and Lecturer in Geography
Mount Holyoke College

In the United States global education can begin in the local community with the recognition that all Americans, except Native Americans, are immigrants or descendant of immigrants from other parts of the world. Students are usually curious about the place from where their ancestors have come. They recognize differences in the cultural and racial origins of their peers. If students have the opportunity to study the places and cultures in the world from where their ancestors and their peers' ancestors come, they gain a broader understanding of the world and themselves and a positive appreciation of the difference among Americans as well as the difference between the United States and other countries.

One way to approach global education is to identify the ethnic variety in the local community and build the initial curriculum units and activities upon that base utilizing the resources of parents, ethnic cultural organizations and ethnic businesses. Curriculum units on world regions not represented in the local community can be developed in the next stage. The purpose of this essay is to describe the ethnic variety of Western Massachusetts as documented in the 1980 census and identify some of the cultural organizations active in the region and the holidays and festivals they celebrate. It is to be used as a resource for teachers to begin an assessment of the ethnic variety of their local community and how it compares to the Western Massachusetts region.

In the last census of population in the United Stated conducted in 1980, Massachusetts had a total population of 5,737,037. The majority of people (92.4%) are descendants of immigrants or immigrants from Europe while the remainder are descendants of immigrants or immigrants from Africa (3.8%), Latin America (2.3%) and Asia (.9%). Native Americans, the original inhabitants of this land, now number only 7,483 (.1%). The census does not distinguish the racial origin of .5% of the population who are listed as "Other Races".

Whereas European-Americans are evenly spread throughout the state and constitute the overwhelming majority in each of Massachusetts' 14 counties, the non-European minority populations vary in their distributions. Focusing on the four Western Massachusetts counties, there is a notable difference in the percent of county population that is of non-European origin: Berkshire (2.56%), Franklin (1.55%), Hampden (12%), and Hampshire (3.88%).

Hampden County has the largest total number (53,187) of non-European-American people of the four counties. African-Americans constitute the largest group - 27,207 (51%), and are closely followed by Hispanic-Americans - 22,742 (43%), Asian-Americans - 1,565 (3%), and Native Americans 412 (1%). The census does not identify the particular cultural origins for 1,261 (2%) of Hampden County residents of non-European descent.

In Hampshire County which has 5,390 non-European-Americans, African-Americans constitute the single largest group - 1,959 (36%), followed by Hispanic-Americans who number 1,733 (32%), Asian-Americans - 1,133 (21%), and Native Americans - 138 (2%). The census does not identify the origins of 472 (9%) of Hampshire County's non-European-American residents.

Berkshire County has 3,715 non-European-Americans of which African-Americans constitute the single largest group - 2,000 (54%) followed by Hispanic-Americans - 874 (24%), Asian-Americans - 458 (12%), and Native Americans - 116 (3%). The census does not distinguish the origins for 267 (7%) Berkshire County residents.

Franklin County has 998 non-European-Americans of which Hispanic-Americans constitute the single largest group - 311 (31%), followed by African-Americans - 280 (28%), Asian-Americans - 204 (21%), and Native Americans - 81 (8%). The census does not identify the origins of 122 (12%) of Franklin County residents.

European-Americans who number 727,968 in Western Massachusetts (92 percent of the total) are a highly diverse group in terms of their ethnic composition. People of French, English and Irish ancestry comprise about one third of the total population in each of the four counties. Those with French ancestry are the single most numerous group throughout the region as a whole. The European-American organizations that are active in Western Massachusetts indicates the diversity within this group. Among such organizations are the Alliance Francaise, Association Canado-Americaine, Finnish Women's Club, Greek Cultural Center, Irish American Cultural Institute, Italian Cultural Center in Springfield, St. Andrew's Society of Pioneer Valley (Scotland), Society of Polish American Culture in Western Massachusetts, Sons of Norway, Swiss American Club, Turn-Verein (Germany) and Vasa Order of America (Sweden). The celebration of Columbus Day is particularly important to Italian-Americans. Holyoke's St. Patrick's Day parade, organized by that city's Irish-Americans, has grown to be the second largest St. Patrick's Day parade in the United States.

African-Americans who number 31,446 in Western Massachusetts have a number of organization in the area including the Urban League of Springfield, the National Association for the Advancement of Colored People (NAACP), the Dunbar Community Center, the Martin Luther King Reach Out Program and several fraternities and sororities such as Alpha Kappa Alpha. A number of these organizations host social programs throughout the year and provide scholarships and other forms of recognition of the

educational achievements of African-American youth. Each August the African-American community hosts the Harambee Festival in Springfield. Some African-Americans also celebrate *Kwanzaa* (Swahili for "first fruit of the harvest") which is a seven day holiday that starts the day after Christmas. The celebration of Black History month each February is another occasion for all Americans to learn about African-American history and culture.

Hispanic-Americans are one the fastest growing cultural groups in the United States. Of all Hispanic-American groups in Western Massachusetts, Puerto Ricans (20,603) are the single largest. They are citizens of the United States because Puerto Rico has commonwealth status with this country. Mexican-Americans (954) and Cuban-Americans (395) are the two other large groups of Hispanic-Americans in Western Massachusetts. The census does not tell us from where 3,708 Hispanic-Americans in Western Massachusetts come. Most are probably from Central and South America with very few, if any, coming from Spain. The Puerto Rican Cultural Center and Spanish American Union (Springfield), Nueva Esperanza (Holyoke), and Casa Latina (Northampton) are major organizations that serve the Hispanic-American community. They organize activities such as the San Juan Festival and Day of the Hispanic Family which bring Hispanic musicians, speakers and other cultural programs to the local community.

Although Asian-Americans are numerically smaller (3,360) than the groups mentioned above, they too have organized cultural groups and activities in Western Massachusetts that represent the various Asian cultures from which they originate. These include the Indian Association of Greater Springfield, Filippino Medical Association, Korean-American Association of Western Massachusetts, and the Pioneer Valley Chinese-American Community Association. New Year's celebrations are particularly important occasions for people for Southeast Asia. The Vietnamese New Year coincides with the Chinese new Year in February. The Cambodian and Laotian New Year occur in April. Asian Indians celebrate Diwali (the Festival of Lights in November). Chinese-Americans constitute the largest (960) of the Asian-American groups in Western Massachusetts followed by the Asian Indians (630), Koreans (580), Japanese (428), Vietnamese (327) and Filippino (336). The 1980 census does not reflect the increase in the number of Southeast Asians, particularly Cambodians and Laotians, that have moved into Massachusetts in the last eight years.

Native Americans number 747 in Western Massachusetts. An Indian Cultural Center is located at the University of Massachusetts (Amherst). Many Native American activities take place on Cape Cod.

SUGGESTED ACTIVITIES

1. Make a world map of the places from where the ancestors of the class have come. Have each person,in the class find out where one of their ancestors came from. Students may be able to identify only the continent or a general

region of the continent. Have each student place a dot on a world outline map in the place from which their ancestor came. Ask the class to create a title for their map.

2. Organize a curriculum unit on a world region to coincide with a major holiday or festival that might also be celebrated locally. For example, the Asian Indian *Diwali* Festival in November, the African *Kwanzaa* just before or after the Christmas vacation period or the Chinese New Year in February.

Ethnic Population of Western Massachusetts

County	Other Races	European American	African American	Hispanic American	Asian American	Native American
Berkshire	267	141,395	2,000	874	458	116
Franklin	122	63,319	280	311	204	81
Hampden	1,261	389,831	27,207	22,742	1,565	412
Hampshire	472	133,423	1,959	1,733	1,133	138
TOTAL	2,122	727,968	31,446	25,660	3,360	747

[Source: U.S. Bureau of the Census. *General Population Characteristics, Massachusetts, Part 23.* Table 15, "Persons by Race: 1980," pp. 15 & 18, and Table 16, "Total Persons" and "Spanish Origin Persons by Type of Spanish Origin and Race: 1980", p. 26.]

GLOBAL EDUCATION CURRICULUM PACKETS & ACTIVITIES

Compiled by Robert P. Fuderich
U.N. Refugee Camp Staff
Quetta, Pakistan

MIDDLE SCHOOL (5-8)

Caravans

Source: Social Studies School Service, 10200 Jefferson Boulevard, Rm. Y, P.O. Box 802, Culver City, CA 90232

Subject: Geography, Social Studies
Region: Global

This is an adventure simulation activity focusing on world geography. It is designed to help students improve their basic geography skills by involving students in a groups or "caravans" searching worldwide for priceless artifacts. Student complete worksheets and make oral and written reports. The worksheets cover such topics as language, world news, latitude and longitude. The kit includes 35 twelve-page student handbooks, a 22" x 34" map. fate cards, and a detailed teacher's guide with reproducible worksheets. Time: 20 or more hours. ($45.00)

Quercus Geography Course

Source: Social Studies School Service, 10200 Jefferson Boulevard, Rm. Y, P.O. Box 802, Culver City, CA 90232

Subject: Geography, Reading
Topic: Environment, Ethnicity and Racism
Region: Global

High interest worksheets introduce students with **limited reading abilities** to important topics in physical and cultural geography. The books include short reading segments, reinforcement activities, and comprehension questions that help students relate the lessons to their own lives. Accompanied by a teacher's guide with an answer key and a reproducible final test. Complete set: 2 worktexts, guide. ($11.30)

Food First Curriculum Guide, by Laurie Rubin, Institute for Food & Development Policy

Source: OXFAM America, 115 Broadway, Boston, MA 02116, (617) 482-1211

Subject: Health, Social Studies, Geography
Topic: Hunger, Development and Social Change

Region: Global

This excellent guide looks at world hunger issues and problems of poverty and powerlessness in the U.S.. Although geared to the 6th grade, it can be adapted for older or younger children.
($12.00)

Global Issues in the Intermediate Classroom, Grades 5-8, by Jacqueline Johnson and John Benegar

Source: Social Science Education Consortium, 855 Broadway, Boulder, CO 80302, (303) 492-8434

Subject: Social Studies
Region: Global

This text consists of activities to develop concepts of global awareness, global interdependence and cross-cultural understanding. It is deigned for students in the middle grades - "probably the optimum time for global learning to take place" (from the Preface). An annotated listing of related sources in the ERIC system follows and a list of sources of information and materials for teachers and students. Student handouts for the activities are grouped together at the end, to be photocopies as needed.
($8.95)

A BIBLIOGRAPHY FOR GLOBAL EDUCATION

By Jay Perera
Northampton, MA

MIDDLE SCHOOL

Middle East

THE BOY FROM OVER THERE
by Tamar Bergman
translated from Hebrew by Hillel Halkin
Houghton: 1988
$12.95

Country: Israel
Subject: Literature

This novel centers on two children, Avramik and Rina who are still suffering from the affects of World War II, and their life on an Israeli kibbutz. It has won several literary awards in Israel.

SAUDI ARABIA: A DESERT KINGDOM
by Kevin McCarthy
Dillon: 1986
$11.95

Country: Saudi Arabia
Subject: Social Studies

Presented with a positive, non-political view, Kevin McCarthy writes of the role of oil in transforming the country, and describes family life and education.

GABRIEL AND JEMAL: TWO BOYS OF JERUSALEM
by Brent Ashabranner
Dodd, Mead: 1984
$11.95

Topic: Religion
Country: Israel
Subject: Social Studies

This photo-essay illustrates the differences and similarities in the lives of two teenage boys, one an Arab, the other a Jew, both living in Jerusalem.

THE ROAD HOME
by David Kherdian
Puffin: 1988
$4.95

Topic: Population
Country: Turkey
Subject: Literature

An Armenian girl's survival of massacre. Sequels are *Finding Home* and *Root River Run* (Carolrhoda Books, 1984) in which a new home is found in the U.S.A. and life in a Russian immigrant community in Wisconsin is described.

Union of Soviet Socialist Republics

SIBERIA
by Madelyn Klein Anderson
Dodd: 1988
$13.95

Subject: History, Geography

In a very readable style, Anderson gives a survey of the history, geography, and politics of Siberia. It's settlement by outlaws parallels the settlement of our west. It includes black and white photographs and reproductions.

THE WILD CHILDREN
by Felice Holman
Penguin (Scribner) 1983
$11.95 ($4.50 paper)

Subject: History, Literature

A novel of the gangs of homeless young people who roamed the streets of post-Czarist Russian in the early 1920s.

THE CRIMSON OAK
by E.M. Almedingen
Putnam: 1983
$9.95

Subject: Literature

The story of a boy growing up in Czarist Russia.

JOURNEY TO THE SOVIET UNION
by Samantha Smith
Little, Brown: 1985
$11.95

Subject: Social Studies

After writing to Yuri Andropov of her fears of a nuclear war, a young girl form Maine is invited to tour the Soviet Union. This is her account of her experience.

Africa

STORY FOR A BLACK NIGHT
by Bess Clayton
Houghton: 1982
$7.95

Topic: Colonialism
Country: Liberia
Subject: Literature

When smallpox strikes as the result of a good deed, the clash between traditional African attitudes towards the sick and that of Western Christians develops, forcing hard choices. Good for reading aloud.

AFRICAN JOURNEY
by John Chiasson
Bradbury Press: 1987
$14.95

Topic: Development and Social Change, Environment
Country: Mali, Senegal, Benin, Ethiopia, Niger
Subject: Geography

John Chiasson's photo-essay shows six African communities in Mali, Senegal, Niger, Benin, and Ethiopia, that are shaped by and dependent on the forces of nature, primarily water. Each community is described fully by its economic livelihood, social structures, including the role of women, elders, and children. A clear map locates each community. The greater global issues of water pollution, deforestation and resulting decertification, and the effects these events have on the human population, such as starvation and the migration to over crowded cities, are all clearly taught and are excellent starting points for comparisons with other cultures. Chiasson's color photos are instructive as well as beautiful. His final photography shows village children watching solar powered television on the sand in a remote village.

WAITING GOT THE RAIN
by Sheila Gordon
Orchard Books: 1988
$12.95

Topic: Ethnicity
Subject: Literature
Country: Republic of South Africa

Frikkie, an Afrikaaner, labors through school in the city and longs for his working vacations on his uncle's farm where he befriends Tengo. Their friendship begins to suffer as Tengo becomes aware of his victimization as a black. Frikkie remains insensitive and unaware of these injustices while still caring for defending his friend. Both are convincing characters. The plot is gripping, centering on the violence in Johannesburg in the late 1970's and 1980's, coming to a climax with the unexpected confrontation of the black and white friends.

East Asia

HOLDING UP THE SKY: YOUNG PEOPLE IN CHINA
by Margaret Rau
Dutton/Lodestar: 1983
$12.50

Country: China
Subject: Social Studies

This is a collection of profiles of young people in both rural and urban China.

THE CHINESE AMERICANS
by Milton Meltzer
Harper: 1980
$13.70

Topic: Population
Subject: Social Studies

Using abundant primary source materials, Meltzer describes the immigration of the Chinese to America and discusses the prejudice found there.

CHINA'S LONG MARCH, 6000 MILES OF DANGER
by Jean Fritz
Putnam: 1988
$14.95

Country: China
Subject: history

In writing this history, Jean Fritz interviewed the survivors of China's Long March. It is their memories that make this history book exciting. Also included is a chapter on Mao and the Cultural Revolution, maps, and bibliography. In studying China, Jean Fritz's fictionalized autobiography, *Homesick* (Putnam, 1982) should also be considered. It takes place during the years 1925-27, when Sun Yat-Sen led the Nationalists' Revolution.

Latin America

GOING HOME
by Nicholasa Mohr
Dial: 1986
$11.95

Country: Puerto Rico
Subject: Literature

A young girl spends the summer in her native Puerto Rico. It is a time of growing up and coming to terms with her heritage. This is the companion novel to *Felita* (Dial, 1976, $6.46).

WHEN DAYLIGHT COMES
by Ellen Howard
Atheneum: 1985
$14.95

Topic: Ethnicity and Racism
Country: Virgin Islands
Subject: Literature, History

Melena, living in the Virgin Islands in 1733, is taken captive by rebelling slaves and learns the true meaning of slavery.

THE HONORABLE PRISON
by Lyll Becerra de Jenkins
Lodestar Books/Dutton: 1988
$14.95

Topic: Development and Social Change
Subject: Literature, History

The Honorable Prison is partially based on the personal experiences of the author and is set in an unidentified South American country in political turmoil in the year 1955. It is told by Marta Maldonado, a teenager who is abruptly taken prisoner, with her family and father who is the "journalist enemy of the General." Tedium and sickness contrasts with a background of unrest.

THE CROSSING
by Gary Paulson
Orchard Books/Watt: 1987
$11.75

Topic: Population
Country: Mexico
Subject: Literature

Thirteen-year-old Mannie is helped across the Mexican/USA border by a war-damaged, US Soldier, Robert, in this sometimes violent, but evocative novel.

Oceania

PLAYING BEATIE BOW
by Ruth Park
Macmillan: 1980/Puffin: 1984
$9.95 ($3.50 paper)

Country: Australia
Subject: Literature

A child's game transports Abigail back in tome to Victorian Sydney.

NO MORE TOMORROW
by Reginald Ottley
Harcourt Brace: 1971
$5.25

Country: Australia
Subject: Literature

This is a story of love and devotion between an old man and his dog who wander the outback together.

NED KELLY AND THE CITY OF THE BEES
by Thomas Keneally
Godine: 1981
$11.95

Country: Australia
Subject: Literature

A fantasy in which Ned shrinks and then shares adventures with a been and a 120-year-old girl.

IF THE EARTH FALLS IN
by Mavis Thorpe Clark
Houghton: 1975
$6.95

Country: Australia
Subject: Literature
Topic: Racism

An adventure in which three children are trapped in an abandoned gold mine. the story touches on social standing and the treatment of the Chinese who once worked the mine.

ASH ROAD
by Ivan Southall
Greenwillow: 1978
$11.88

Country: Australia
Subject; Literature

Three boys start a fire storm in the Australian bush.

HIT AND RUN
by Joan Phipson
Atheneum: 1985
$9.95

Country: Australia
Subject: Literature

An adventure of survival in the Australian countryside after an accident with a stolen car. A second novel is *Six and Silver* (HBJ, 1971, $5.95) which chronicles the adventures of a city girl who spends the summer on a New South Wales sheep station.

FIGHT AGAINST ALBATROSS TWO
by Colin Thiele
Harper: 1976
$11.89

Topic: Environment
Country: Australia
Subject: Social Studies, Science

Link, a 14 year old, is concerned about the oil rig near his fishing village,. it is the battle between preserving the ecology and old way of like against "progress" and economic gain. A second novel, *Fire in the Stone* (Harper, 1974, $11.89), is set in the opal fields of inland Australia where 14 year old Ernie is thrown on his own in order to realize his dreams.

A RUMOR OF OTTERS
by Deborah Savage
Houghton Mifflin: 1986
$12.75

Topic: Women
Country: New Zealand
Subject: Social Studies, Literature

Fourteen-year-old Alexa refuses to accept the traditional woman's role on a New Zealand sheep station.

Europe

MY LONGEST NIGHT
by Genevieve Duboscq
Seaver Books: 1986
$9.95

Topic: Racism, Social Change
Country: France
Subject: Literature, History

My Longest Night describes the impact of D Day on a young girl's Normandy family. A second biography set in World War II France is, *A Hidden Childhood*, by Frida Scheps Weinstein (Hill & Wang, 1986, $13.95), which describes the authors efforts to hide her Jewish heritage while attending a convent school.

HENRY
by Nina Bawden
Lothrop: 1988
$13.00

Topic: Social Change
Country: United Kingdom
Subject: History, Literature

A family retreats from the bombing of London to a farm in Wales where a tamed red squirrel, Henry, adds zest to their lives. A novel of change and maturing.

SHADOW OF A BULL
by Maia Mojciechowska
Atheneum: 1964
$10.95 ($3.95 paper)

Country: Spain
Subject: Literature

This classic book depicts the doubts and fears of Manolo Oliver coming of age in the shadow of his famous bull fighter father.

THE GIFT
by Joan Lowery Nixon
Macmillan: 1983
$8.95

Topic: Social Change
Country: Ireland
Subject: Literature

In *The Gift*, a boy, encouraged by the tales of his great-grandfather, goes on a search for a leprechaun. *Child of War*, by Mary Ann Sullivan (Holiday, 1984, $10.95), presents another aspect of life in Ireland and chronicles the affects of the war in Northern Ireland on the life of a Catholic girl who also turn to the world of fairies.

TALES FOR THE TELLING:
IRISH FOLK AND FAIRY STORIES
by Edna O'Brien
Atheneum: 1986
$19.95

Country: Ireland
Subject: Literature

Twelve traditional Irish tales are told, interspersed with dialect; the book is hauntingly illustrated by Michael Foreman. These tales convey a sense of humor and action.

LILY AND THE LOST BOY
by Paula Fox
Orchard Books: 1987
$12.95

Country: Greece
Subject: Literature

Evoking a Greek tragedy, Paula Fox writes of an eleven-year-old girl, a boy and grief, all set on the Greek island of Thasos.

BRITISH FOLK TALES: NEW VERSIONS
by Kevin Crossley-Holland
Orchard Books/Watts: 1987
$22.50

Country: United Kingdom
Subject: Literature
(all grades)

Fifty-five traditional stories and ballads have been retold with a marvelous sense of language.

South Asia

THE BLACK HAT DANCES: TWO BUDDHIST BOYS IN THE HIMALAYAS
by Luree Miller
Dodd: 1987
$11.95

Topic: Religion
Country: India
Subject: Social Studies (non-fiction)

The Black Hat Dances is a photo-essay depicting the lives of two Buddhist boys in the Himalayas. Samdup lives on a small farm and tends the goats, pigs, and chickens; Tashi is a young student monk at the Pemayangtse Monastery high above the village. Because the authors speaks the language, much of the dialogue is authentic and takes the reader beyond the standard text. "Meddlers like you will be reborn a rat." Cultural details also abound such as the fact that the British climbers stopped short of the summit of Mt. Kanchenchunga out of respect for the deity that dwells there. The black and white photographs of the everyday lives of the two boys will engage students, as well as instruct. There is an introductory chapter on the basic tenets of Buddhism and a history of Buddhism in the United States which was introduced by the Japanese, Cambodians, and Dahli Lama who has converted many Americans. A short bibliography and index will make for useful reports.

A BOAT TO NOWHERE
by Maureen Crane Wartski
Westminster: 1980
$9.95

Topic: Social Change, Population
Country: Viet Nam
Subject: Social Studies, Literature

A street-wise orphan, two children, and a grandfather escape from the Viet Cong by becoming boat people.

IN VIET NAM
by Denis J. Hauptly
Atheneum: 1985
$13.95

Topic: Social Justice, Colonialism
Country: Viet Nam
Subject: Social Studies, History

This is a notable book that goes beyond the U.S. involvement to include a two thousand year history of civil problems and foreign intervention.

FIGHTERS, REFUGEES, IMMIGRANTS: A STORY OF THE HMONG
by Mace Goldfarb
Carolrhoda Books: 1982
$9.95

Topic: Social Justice,
Country: Laos
Subject: Social Studies

Mace Goldfarb worked among the Hmong as a pediatrician in a refugee camp and presents a vivid picture of the Laotian people who supported the U.S. in the Viet Nam war and were later persecuted.

THE NIGHT THE WATER CAME
by Clive King
Crowell: 1973
$9.89

Country: India
Subject: Literature

A cyclone changes a Bengali boy's life.

North America

DOGSONG
by Gary Paulsen
Puffin: 1987
$3.95

Country: Canada
Subject: Literature

Russell is fourteen and dissatisfied with his father's cigarette cough and talk of Jesus, and not happy with himself. Oogurk, an old, blind man, teaches him the old ways of the Eskimos and sends him off on a dog sled run north to recapture the old ways and to find the "song" that is himself. On this journey he finds an ancient stone lamp, and when used, the smoke of the burning oil creates a dream which becomes Russell's life - "Russells's life folded into the dream and the dream folded into his life." An ancient yellow polar bear, a freezing pregnant girl-woman, shifting ice-flows, and open water are all part of his adventure. Readers will gain details of ancient Eskimo life; how the dogs stay warm in the snow and how people dress in skins, as well as an understanding of their spirit and relationship to the land and sea. A second Eskimo novel is Jean Craighead George's, *Water Sky* (Harper, 1987, $11.95).

CARIBOU
by Meg Wolitzer
Greenwillow: 1985
$10.25

Topic: Social Justice
Country: USA
Subject: Social Studies, Literature

Becka Silberman's brother refuses to serve in the Viet Nam War and deserts to Canada. This is a novel of moral conflict.

IN THIS PROUD LAND: THE STORY OF A MEXICAN-AMERICAN FAMILY
by Bernard Wolf
Harper: 1988
$12.89

Country: USA
Subject: Social Studies

This photo-essay depicts the life of a Mexican family who are migrant workers and show the parents and seven children at work, at school, and on holidays.

THROWING SHADOWS
by E.L. Konigsburg
Collier: 1988
$3.95

Topic: Ethnicity
Country: USA
Subject: Literature

These are five short stories by a well known author in which the protagonists come in contact with the ethnic backgrounds of other Americans; a Hungarian woman in a nursing home who escaped from the Nazis; the son of a Viet Nam veteran and a Thai mother; a Black child always doing something wrong; and, and Indian boy and guide in Ecuador.

LUISA'S AMERICAN DREAM
by Claudia Mills
Four Winds Press: 1981
$9.95

Topic: Ethnicity
Country: USA
Subject: Literature, Social Studies

Luisa is ashamed of her Cuban family and dreams of a rich, blond, thoroughly American boyfriend from the other side of town. In the end she realizes that this is not what it seems nor what she wants!

SECONDARY SCHOOL

HOW TO PLAN A UNIT ON A GEOGRAPHIC AREA/REGION

By Mary Jacob
Dean of International Affairs,
and Lecturer in Geography
Mt. Holyoke College

The goal of global education is to teach students about the world. Most of the time teachers will not present a unit on the world as a whole. Rather they will teach about it in discrete units, usually a major world region such as Latin America or else sub-regions within that larger whole. For example, Latin America is frequently sub-divided into Central America, South America and the Caribbean. In some cases teachers may want to do a unit on a particular country such as China, India or Japan. Whether the area under study is one country or a whole region of the world, teachers will want to cover certain topics of study. What follows is a guide for developing a curriculum unit on a geographic area/region.

Given the time constraints teachers face in creating new lesson plans and the initial challenge of collecting materials for a global education lesson, it is recommended that teachers start a loose leaf notebook for geographic area(s) they will teach and place useful items in it such as bibliographics, lists of audio-visual materials, book reviews, articles from magazines and encyclopedias, maps, recipes, songs, music, games and so forth. As teachers collect materials year after year their notebook will become an invaluable resource to them and to colleagues who may wish to teach the same region. In fact, groups of teachers could collectively develop curriculum notebooks for all to share.

In considering which region or country to study teachers need to consider their own interests/experiences as well as the resources that already exist among parents and in the local communities. While global education should not focus on foods and festivals, these two items are useful points to incorporate into curriculum planning as they are universals of human experience that people relate to with positive associations. They can serve as the catalyst for an in-depth, serious study of the geographic areas in which they originated.

Where possible teachers should encourage students to relate the study to another geographic area to the United States and/or their own local community. A comparative approach encourages students to think and learn more about their own country/community and how it relates to other parts of the world. An excellent resource for teachers (K-12) is Peter Spier's book *People* (New York: Doubleday, 1980) which pictorially illustrates and celebrates the individuality of the world's 5 billion people (it was 4 billion in 1980) who speak over 201 main languages, write in over 100 different scripts and practice in 9 main religions and countless others. The illustrations in the book can engage people of any age in thought about the tremendous variety in the way people live. Best of all, Spier creates a sense of delight about the diversity of people and cultures around the world.

Below is a suggested outline of topics that might be included in a unit on a particular geographic area. Teachers will need to pick and choose items depending upon the time and resources available. At a very minimum a curricular unit should begin with the geography if the region -- its location and the essentials of its physical base from which many of the remaining topics flow. Topics that can be related to the geography section include history (where events took place); literature (descriptions of places, people, climate, flora and fauna abound in stories); songs, holidays and festivals (usually related to climatic seasons and agricultural calendars) and foods (agriculture). The main topics that might be addressed when studying a geographic area are:

Geography
History
Literature
Language
Food
Holidays/Festivals
Music/Dance
Games

GEOGRAPHY

Much of the section on geography requires that students use atlases and/or wall maps to find answers to questions. Students should be provided with one or two outline maps of the study area that contain the boundaries of the major administrative units and major rivers, if possible.

LOCATION of the area of study.

Ask students to locate the area on a world map. It can be pointed out on a wall map or students may outline it for themselves on world outline maps.

Ask students to determine the distance from Boston to the area. How would they travel to the area? How long would it take to reach the area an the different modes of transportation?

What countries/regions and/or bodies of water surround the study area?

AREAL SIZE

How big is the area in square miles? How does this compare with the United States (3,678,900 square miles or 9,528,400 square kilometers)? With Massachusetts (8,286 square miles)?

ADMINISTRATIVE UNITS

What are the major administrative units of the area? If the study area is a world region, the units would be countries. If the area of study is a country, the main administrative units would be states, provinces, prefectures or other comparable units. Ask students to label the major administrative units.

PHYSICAL GEOGRAPHY

Using a wall map or atlases have students identify the major rivers, lakes and oceans in the study area and label them on their own outline map. Ask students to speculate on how bodies of water facilitate and/or prohibit communication within the area. Do river systems lie entirely within one country or state? If not, with how many neighbors does the country or state share this resource?

Using a wall map or atlases have students examine the landforms (mountains plains and plateaus) of the area. Ask them to label major features on their outline maps. Have students speculate on how mountains might affect transportation, agriculture and rainfall. Where are the largest cities of the area located in relation to the landforms? In relation to the major bodies of water?

Using an atlas, examine the special purpose map of world climates. Ask students to identify the type(s) of climate found in the area. Are similar climate types found in the United States? If so, what similarities would you expect to find between the study area and the United States? (Vegetation, agricultural crops, seasons).

HUMAN GEOGRAPHY

Population

What is the total population if the area (if relevant, its major administrative units)? How does this compare with the United States (estimated at 244,400,000 in 1988)? With Massachusetts (5,737,037 in 1980)?

What are the major cities? Label them on an outline map. What is the size of their populations and how do they compare to cities in the United States? What size is the largest city in the study area? What city (cities) in the United States or Massachusetts has a comparable size?

How many languages are spoken in the area? How many ethnic groups are located within it? Is there any correspondence between ethnic groups and political boundaries of countries or major administrative units?

What are the main religious groups? Are they concentrated in particular countries or administrative areas? Is there any correspondence between the location of language groups and religious groups? What are the advantages and disadvantages of ethnic groups (based on language and/or religion) being located within the same administrative areas as opposed to being spread out across several administrative areas?

Transportation

Using an atlas or wall map identify the major modes of transportation, draw the major railroads and roads on an outline map of the area. What cities are well connected to each other? Within a major geographic region, where and how are countries connected to each other by modes of land transport? Speculate on how the existence and absence of such connections affect regional trade. Within a country identify areas that are not well connected by modes of ground transport to the rest of the country. Would you expect such regions to be well developed economically compared to other parts of the country?

Agriculture

What crops are produced in the area? Where are they grown? Are similar crops grown in the United States? Which crops might be imported to the United States?

Industry

What are the major industries of the area? Where are they located in relation to the major cities? In relation to the natural resources? What products form the area are imported to the United States?

Natural Resources

What natural resources are found in the area? Where are they located with respect to roads and railroads, cities, and ports? Are they used in local industry?

HISTORY

To teach the history of the study area have students construct a time line for key events, periods of rule and so forth. In a parallel line ask students to record what was happening in other parts of the world at the same time. There are a variety of ways to do a time line project. The simplest is to draw a vertical or horizontal line on paper or poster board and mark significant dates. Students can work in groups on different sections of the time line: One group can decide dates; another collect pictures to illustrate the line; another write brief descriptive material on note cards to place on the time line. If there is enough time and creative energy, a class could construct a time line on a long project table and create three dimensional pieces to illustrate significant events.

LITERATURE

A variety of literature in the form of folktales, epic stories, fiction and biography on all parts of the globe is increasingly available for all grade levels. Literature can be used as a source of information on social customs surrounding major life events: Birth, rites of passage to adulthood, marriage and death. They also provide a context and description if different value systems regarding the nature of friendship, family and community, relationships. Literature also provides descriptions of the physical landscape and people.

Several types of activities can be used to engage students in discussions of the study area. With young students a teacher could read a folk tale and ask them to brainstorm possible endings. They could talk about the similarities and differences in their ideas compared to the actual ending. Younger students could also be asked to draw pictures of stories they hear or read.

Stories could be produced as puppet shows. Simple puppets could be made by cutting from cardboard faces or whole bodies for characters, houses, mountains and other items needed to set the scene. Students could color them with markers, paints or crayons and glue them to flat sticks such as tongue depressors used by doctors. A table with a sheet or tablecloth over the front can serve as the stage.

Students might also try role playing a story or section of a story and discuss their feelings about the characters they play. Can they relate the experience of their character to their personal experience or the experience of someone they know? What is similar and what is different?

LANGUAGE

How many languages are spoken in the study area? If more than one language, have students explore the effect of multi-linguism on communications, trade and politics. Where appropriate, students should be introduced to the fact that people write in different scripts even if the teacher can do nothing more than show students the two pages of different scripts in Peter Spier's book, *People*.

English has been influenced by many languages from throughout the world. While it might take a bit of research, teachers could try to identify words that have come into English from the area under study (foreign language teachers and parents who speak other languages are good resources). For example, the following words form languages found in India have become accepted works in English with little or no modification:

Pajama, shawl, cummerbund, bungalow, shampoo, and jodhpurs.

Units on language should identify the main language family/families of the region under study. Hindi, the national language of India, belongs to the Indo-European language family which includes English, French, Spanish, German and Russian. Languages that belong to the same family often have words that are similar to each other. The word *mother* in English is similar to its equivalent *mata* in Hindi and the Latin, *mater*, Spanish *madre* and French *mère*. The word *name* in English has a similar sound in Hindi, *naam*, and in French, *nom*.

FOODS

Students can be asked to identify foods grown in the study area that are also grown in the United States. Next they should identify food items that might be imported to the U.S. from the study area such as spices, tea, coffee, and cheeses. Spices offer scope for a number of activities. Bring whole spices and allow students to smell and handle them since many students have used spices only in the ground form. Ask students to identify spices they use at home that come from the study area.

The class can prepare a snack or dish typical of the study area. The International Resource Center located at the World Affairs Council in Springfield has a library of cookbooks for countries around the world that are written for school teachers to use in class. Many public libraries contain the *Time-Life International Cookbook Series* which come in two parts for each country/region:

(1) A color-illustrated cookbook that describes the cuisine and its history in addition to the recipes; and,

(2) A spiral bound book that contains only the recipes found in the first volume.

Teachers might contact ethnic restaurants for help in securing any special items needed to prepare food. Parents are a good resource too.

HOLIDAYS/FESTIVALS

Many festivals and holidays are related to either a religious and/or agricultural calendar. Where appropriate, the study of a festival could be combined with the study of the religion. Classes could prepare their own version of a festival or celebrate a holiday. Holidays do not need to be celebrated at the actual time of their occurrence in the calendar year although it would be preferable, particularly if the holiday is celebrated in the local community. Harvest festivals could be studies in November around Thanksgiving time and comparisons drawn between it and harvest festivals from other parts of the world. Additionally, holidays which are celebrated in the United States are also celebrated elsewhere but in a different fashion.

MUSIC/DANCE

Records of songs and instrumental music are available from many parts of the world. Records might contain liner notes that provide lyrics to songs or describe instruments. Classes might try to make simple instruments. Folk dances could be done in the classroom or in co-operation with the physical education teacher.

GAMES

Street and board games might be appropriate activities for younger students. They can be combined with mathematics if they involve counting or with physical education if they involve physical activity. Teachers can ditto or xerox the board layout for many games. Children can use shells or seeds instead of dice, like children in other countries, to determine the number of moves a player gets in their turn. Information on games from other parts of the world will be found in:

Arnold, Arnold. *The World Book of Children's Games*. new York: World Publishing, 1972.
Grufeld, Frederic V. *Games of the World*. New York: Holt, Rinehart and Winston, 1975.

NOTES

LESSON PLANNING

By Don Back
Center for International Education

The United States and Latin America:
A History of Conflict

SUBJECT: History
REGION: Latin America
LEVEL: Grades 9 - 12

Rationale

United States foreign policy in Latin America was shaped by the Monroe Doctrine. When President Monroe presented the doctrine in a speech to Congress in 1823, his intention was to protect newly independent countries in Latin America from future colonization by European powers. Monroe declared any intrusion by foreign governments into the Western Hemisphere dangerous to the safety of the United States. Later the Monroe Doctrine was reinterpreted by Roosevelt in 1905 as justification for direct military intervention in Latin America. Roosevelt was responding at the time to the debt crisis in the Dominican Republic. The United States' military solution in the Dominican Republic became a precedent for military involvement in other Latin American countries.

This lesson focuses on issues surrounding the use of military force to intervene in the affairs of other countries. Using critical incidents which highlight the history of US intervention in the Dominican Republic, students will have the opportunity to assess its rationale and justification.

Objectives

By the end of this lesson, students will have:

1. Reviewed the history of US involvement in the Dominican Republic;
2. Discussed the nature of US involvement in Latin American affairs;
3. Critically assessed the use of unilateral military intervention as an instrument of foreign policy.

Materials [*Critical Incidents* - 1 per student]

Procedure

Small Groups
15 minutes

Break the class into six groups. Give each group one critical incident to work with. Two groups should work with Critical Incident #1, two with Critical Incident #2, and two with Critical Incident #3. Ask students to read over their critical incident and discuss the questions which follow. Emphasize that there are no correct answers.

Large Group
15 minutes

Have each group select a representative to report out to the class. Reconvene students into a large group. Ask Critical Incident #1 groups to read their critical incident aloud and summarize their answers to the questions. Before they begin, hand out Critical Incident #1 to those students in other groups. Follow this procedure for groups with Critical Incidents #2 and #3 in turn. Ask students to be brief, they will have the opportunity for discussion later.

Discussion
20 minutes

Quickly highlight similarities and differences in opinions expressed among groups with the same critical incident and between groups with different critical incidents.

Explain the source of the critical incidents as historical interactions between the United States and the Dominican Republic. The first crisis happened in 1905 as a consequence of the Dominican Republic's national debt and the threat of recolonization by the European powers. The second took place in 1916 as a result of the failure of the debt repayment scheme and increasing internal unrest in the Dominican Republic. The third took place in 1965 when President Johnson sent troops into the Dominican Republic to, in his words, prevent the formation of another communist government in the Western Hemisphere. In fact, it is doubtful that the Dominican rebels were communist. The occupation government was disbanded one year later after an election in which all three candidates asked for US withdrawal.

Raise the following questions:

1. Did the United States do the "right thing" in the Dominican Republic? Why or why not?
2. Does each nation have a right to autonomy? To govern itself? To make its own decisions?
3. To what extent and under what circumstances should foreign powers be allowed to extend their influence into the internal affairs of another country?

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Gleijeses, Piero. *The Dominican Crisis: The 1965 Constitutionalist Revolt and American Intervention.* Baltimore: Johns Hopkins, 1979.

Lowenthal, Abraham F. *The Dominican Intervention.* Cambridge: Harvard University Press, 1972.

Wiarda, Howard J. *Dictatorship, Development, and Disintegration: Politics and Social Change in the Dominican Republic*. 3 Volumes. Ann Arbor: Xerox University Microfilms, 1975.

Wiarda, Howard J. "United States and the Dominican Republic: Intervention, Dependency and Tyrannicide: Review Essay". *Journal International American Studies*, Volume 22 (May 1980), 247-59.

CRITICAL INCIDENT #1

Country "A" is a large, wealthy nation of great power. A small island country in its sphere of influence is having some difficulty. Independent for only some 60 years, the island has grown heavily in debt while attempting to establish itself. Other countries to which it is indebted, rivals of country "A"'s regional power, have threatened to intervene militarily to collect. Nearly 80 years earlier, the leader of country "A" declared that his nation would protect nearby countries from this kind of intervention. Invoking this charter, country "A" now declares its right to exercise international police powers in its region of authority. It signs an agreement with the island's leaders to take charge of administering repayment of its debts.

Questions:

1. What is the problem presented?
2. What was country "A"'s solution to the problem?
3. Do you agree or disagree with the solution? Why?

CRITICAL INCIDENT #2

Country "A" is a large, wealthy nation of great power. A small island country in its sphere of influence is having some difficulty. Independent for only some 70 years, the island has grown heavily in debt while attempting to establish itself. Other countries to which it owes money, rivals of country "A", have threatened to intervene militarily to collect. Nearly 100 years earlier, the leader of country "A" declared that his nation would protect nearby countries from this kind of intervention. Fifteen years ago, country "A" invoked this charter and took charge of paying the island's debts. This arrangement failed. Country "A"'s neighbor has just grown deeper in debt and is now experiencing internal unrest. In order to enforce debt repayment and restore order, country "A" sends in troops to establish an occupation government.

Questions:

1. What is the problem presented?
2. What was country "A"'s solution to the problem?
3. Do you agree or disagree with the solution? Why?

CRITICAL INCIDENT #3

Country "A" is a large, wealthy nation of great power. A small island country in its sphere of influence is having some difficulty. The island has struggled for survival since its independence 120 years earlier, and is now in political turmoil. A dictator who ruled the country for nearly 30 years, was recently assassinated. His death has brought about a struggle for power in the island's emerging democracy. A leader has been elected who is ideologically opposed to country "A"'s political beliefs. Country "A"'s leader responds to the election by announcing to his population that he has sent 400 troops to evacuate its embassy on the island. Now, four days later, he reveals that he has sent 14,000 men to occupy its island neighbor to prevent the establishment of an opposition government.

Questions:

1. What is the problem presented?
2. What was country "A"'s solution to the problem?
3. Do you agree or disagree with the solution? Why?

An Introduction to South African Race Relations

SUBJECT: Social Studies
REGION: Africa
LEVEL: Grades 9 - 12

Rationale

South Africa is a hot bed of moral and political controversy. Whites, making up 15% of the country's 31 million population, control the nation. They completely exclude 22.7 million Blacks from any say in government through a system of laws and policies known as apartheid. One aspect of apartheid which seals power in the hands of Whites is the homeland policy, which partitions the country into White and Black areas. The homeland policy was established by the South African government with the declared aim of purifying South Africa by eventually isolating all Africans in independent countries.

This lesson explores the social, political and economic relationships between Whites and Blacks in South Africa, focusing on the homelands issue. Bringing the issue home, it asks students to compare the United States and South Africa in our treatment of American Indians.

Objectives

By the end of this lesson, students will have:

1. Simulated White/Black relationships in South Africa, as dictated by homelands policy.
2. Discussed the conflict in South Africa brought about by racial partitioning and the complexity of addressing the problem from the outside.
3. Critically analyzed similarities and differences between reservations in the United States and homelands in South Africa.

Materials

- A wall map of South Africa showing homelands and major cities
- White 3" x 5" tags
- Black 3" x 5" tags
- A 3" x 5" tag colored like an U.S. Flag
- A 3" x 5" tag colored like a British Flag
- Chalk
- Blackboard

Procedure

Preparation Several days prior to giving this lesson, assign a list of terms or readings to do on homelands in South Africa. Important terms students should be familiar with (as they are used in the South African context) include White, Afrikaaner, Boer, Bantu, Zulu, Xhosa, Sotho, Black, homeland, township, Transkei, Ciskei, Bophuthatswana, Venda.

One day before giving this lesson, call aside a group of six to eight students. Give each student a tag to wear. Hand one student a tag bearing the United States flag, and another the British flag. Give other students in this group white tags. Outline their roles in the simulation the following day, acting out parts where necessary. Emphasize that their roles should be played seriously. The people of South Africa are not playing a game, their struggle is deadly serious. It is important that white tags and flags keep their parts secret until the following day.

Simulation - 20 minutes

Just before class, draw pictures of, or symbols representing, a diamond mine, a farm and a city on the chalkboard. When students have arrived, give those students still without tags black ones. Tell students that they are now living in a new society. Black tags society and must follow the lead of students with white tags.

Flag tags should leave the room at this point. They will return later in the simulation.

Students with white tags join together and herd black tags into a crowded corner of the room. One or two white tags should remain with this group while other white tags move to another part of the room. White tag "guards" should not interact with the black tag group, other than to keep order and discipline.

The other white tags sit together in the open expanse of the room and enjoy soft drinks and snacks. After a short time, the white tags disband and each in turn goes to the black-tagged group to take several workers. One group of white tags takes his black-tagged group to town to work, another takes his to the farm, and the last takes his to the mines. After directing labour in their respective work parties for a few minutes, white tags give each worker several pennies and walk them back to the black-tagged group (Note: black tags should not be treated as slaves). Momentarily, students wearing American and British flags come in the room. They sit with white tags, share snacks, talk about the black-tag problem and leave. The black-tagged student group is completely ignored in their discussion.

Stop the simulation here.

Discussion

White Tags: How did you feel about your status in this (20 min.) society?
Black Tags: How did you feel about your status?

Describe the situation you were living in as black tags and white tags. What were your days like? What were your respective living conditions? How were your lives as black tags and white tags the same? How were they different?

How were you treated by tags of the opposite color, white tags? How were you treated black tags?

What happened when the flag tags visited?
Flag tags: What did you talk about? Who did you talk to? How do you think the black tags felt about you and your mission?
Black tags: How did you feel when the flag tags visited?

White tags: Did you talk about black tags? What did you say about them?
Black tags: Did you talk about the white tags? What did you say about them? Did you discuss or make any plans to do something about your conditions?

Review - 10 minutes

Explain to students that this miniature "society" is a simplified version of life for blacks (black tags) and whites (white tags) in South Africa today. Reviewing their assignment, ask the following questions:

Q: Who are the Afrikaaners? The Boers? The Whites?
A: Afrikaaners are the descendants of Dutch settlers. Boer is a term for an Afrikaaner farmer. The Whites of South Africa are predominantly of Dutch or English background.

Q: Who are the Bantu? What are the names of the major Bantu groups?
A: Bantu is the general term for the major tribal groups in South Africa. The largest are the Zulu, the Xhosa and the Sotho.

Q: In your assignment, what did you learn about townships?
A: Townships are designated Black living areas near major cities. Blacks cannot live in White cities without special permission, but are permitted to work in them. Townships are overcrowded and poor.

Q: Where is Soweto on the map of South Africa? Where is Crossroads?
A: They are near Johannesburg and Cape Town, respectively. These are the largest townships in South Africa.

Q: What are homelands?
A: The homeland policy was established by the South African government with the declared aim of purifying South Africa by eventually isolating all Africans in independent countries. "Homelands" are lands designated by the South African government as areas "traditionally" belonging to Blacks. Each homeland (there are ten altogether) was set up to be occupied only by members of a particular Black group. For example, the Xhosa people were assigned to the Transkei homeland and the Zulu to the KwaZulu homeland.

The homeland policy is a rationale for denying political rights to Blacks. In the eyes of "White" South Africa, Blacks must exercise their political freedoms in the homelands to which they are deemed to belong. In fact, millions of Africans in the "White" areas of South Africa have never even seen their own "homelands."

Q: What are Transkei, Ciskei, Bophuthatswana and Venda? Can you point them out on the map? What is special about these homelands, as opposed to the six others?
A: Transkei, Ciskei, Bophuthatswana and Venda are homelands. These four have been "granted" independence by the South African government. The other homelands, Gazankulu, Kwazulu, Lebowa, QwaQwa, KaNgwane, KwaNdebele, are considered by the South African government as self-governing, but not independent. Those "independent" homelands, by the way, have not been recognized as countries by most other countries of the world.

Critical Analysis - *Homework*

Ask students to research and write a paper describing three similarities and three differences between reservations for American Indians in the United States and homelands for Blacks in South Africa.

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NOTES

WESTERN MASSACHUSETTS COMPANIES AND THEIR FOREIGN EXPORTS

By Mary Jacob
Dean of International Affairs
and Lecturer in Geography
Mount Holyoke College

Manufacturing corporations in Western Massachusetts are looking beyond the borders of the United States for markets top sell their products. Exports to foreign markets constitute another link in the chain of economic processes that are tying the Western Massachusetts economy into the global economy. In a recent survey of 50 manufacturing firms in Western Massachusetts, 90% indicated they were exporting to and/or importing from other countries. Events that affect the markets of Western Massachusetts companies in other countries may have a direct impact on our regional economy. Hence our regional involvement in an emerging global economy creates a need for a global education that informs our Western Massachusetts citizenry of changing socio-economic conditions in other countries.

The revival of the manufacturing sector of the Western Massachusetts economy in the last couple of years is partially due to the decline in the value of the dollar *vis a vis* other currencies which made American goods comparatively cheaper and therefore more attractive in markets around the world. A number of Western Massachusetts manufactures either initiated or expanded their international operations within the last couple of years. These changes are reflected in new organizational structures. Some larger companies that do a sizable international export business have created an international division. Smaller firms have created special positions to handle their operations abroad such as Manager of Internal Services and Project Director for International Marketing.

The World Affairs Council of Western Massachusetts, the U.S. Small Business Administration and the Massachusetts Small Business Development Center with the assistance of the University of Massachusetts (through its Small Business Institute and International Programs Office) have offered seminars for local businesses interested in starting or expanding their export business. The University plays an active role in helping local businesses identify what it takes to succeed in the competition for markets abroad. It also takes an active role in identifying foreign markets. For example, the University has played a central role in developing a network among Franklin County businesses that want to sell their products abroad. The experiences of three Western Massachusetts companies that export their products highlights the variety of ways in which local corporations do business abroad.

The Spalding Corporation whose worldwide headquarters is located in Chicopee manufactures a variety of sporting equipment. The company also has manufacturing plants

in Toronto, Canada, Melbourne, Australia, and Taiwan. It also has office in London, Tokyo, and Venice and plans to open office in France and Germany. The company sells it products in more than 60 countries. Spalding is the largest golf ball manufacturer in the United States. The company's expansion into the Japanese golf ball market when the value of the U.S. dollar fell *vis a vis* the Japanese yen illustrates how the company has been able to use a foreign market to expand its production and growth in the United States. Spalding maintained their share in the Japanese golf ball market even when this meant accepting a lower rate of profit. Spalding's success in Japan has resulted in the company's expansion. In 1988, construction began on a new plant in the United States devoted exclusively to manufacturing golf balls for Spalding's U.S. and foreign markets.

The American Saw Corporation, located in East Longmeadow, produces band saw blades. Founded 75 years ago (1913), the company first began to export it products to European countries in 1938. American Saw has built upon its export experience and now sells its products in 65 countries covering every continent in the world. From its East Longmeadow headquarters the company sells directly to 50 countries and uses distributors to reach the rest of its world market. They own a branch facility in Germany that assists them in distributing their product to European customers. They are developing their markets in countries that rim the Pacific Ocean, particularly Japan and Australia. In fact their largest gains in market shares recently has been outside the United States. The expanded scope of their international operations led the company to reorganize itself and create an International Division at its East Longmeadow headquarters.

The Channing L. Bete Company, located in South Deerfield, is a specialized press that produces information booklets for employers on topics related to occupational and public safety and training and development of employees. As the company responded to inquires from abroad, its markets outside the United States gradually grew. Within the last three years, the company has opened offices in the United Kingdom and Canada, developed a licensing arrangement in Japan and is working on a joint venture in Australia. As Channing L. Bete moves into foreign markets it adapts its product to meet local needs by printing in foreign languages, using local statistics, naming local organizations and illustrating their pamphlets with pictures that depict local features.

The manufacturing sector of the Western Massachusetts economy began to make a comeback in 1986 after a period of decline in the first part of the decade. For some manufacturing companies their abilities to respond quickly to the fall of the dollar by developing and expanding their markets through foreign exports has played an important role in their economic growth. Their future and that of our local economy will depend partially upon the ability of companies to remain competitive in foreign markets. Companies directly control many factors that will keep them competitive. Larger firms may be able to invest branch production and distribution facilities abroad that would help to cushion them against a fluctuating dollar. Smaller firms will not have that capability. The big factor over which companies will not have direct control is the value of the dollar. If the dollar soars, Western Massachusetts products will become too expensive to sell abroad. If it declines, companies will need to consider carefully whether and how much to expand their production.

DIRECT FOREIGN INVESTMENT IN WESTERN MASSACHUSETTS

By Mary Jacob
Dean of International Affairs
and Lecturer in Geography
Mount Holyoke College

The economy of Western Massachusetts is directly linked to the global economy in many ways. One of these is direct investment in our local economy by foreign owned companies. A foreign owned firm is defined as a company in which foreign interest or ownership is 10% or more. For the United States as a whole, the value of U.S. firmed owned by foreign companies was $185 billion in 1985 and rose to well over $200 billion in 1987.

Manufacturing accounts for about one-third of all foreign investment and is the single largest sector that attracts foreign investment. It is followed by trade (wholesale and retail), petroleum and finance/insurance. While foreign companies own companies in the United States, the latter are usually managed by U.S. holding corporations and practically all employees are U.S. citizens. In order to appreciate foreign direct investment in manufacturing enterprises in Western Massachusetts, it is useful to examine first the patterns of foreign investment in the United States as a whole and the reasons why foreign companies want to invest here.

Foreign investment in U.S. companies has generally increased at a gradual rate although the oil crisis in the mid-1970's and the decline in the value of the U.S. dollar in international currency markets in the mid-1980's precipitated unusually large increases in the rate of foreign direct investment here. The United States is an attractive country for foreign investors for many reasons including,

1) A large domestic market,
2) Comparatively few import quotas and tariffs, and
3) Few restrictions on foreign investment.

Direct foreign investment in the United States' economy, like its counterpart of U.S. corporate investment in companies abroad, makes our economy global. A global economy provides benefits as well as drawbacks to the United States. As the countries of the world become more interdependent economically no single country, including the United States, will be able to dominate. On the other hand, the likelihood of economic wars is greatly reduced.

According to a survey of internationally based manufacturing companies in the United States

published in 1985, 4,888 foreign companies owned 8,846 manufacturing corporations in the United States. Countries with more than 100 companies investing in the U.S. were the United Kingdom (1,086), West Germany (1,023), Canada (751), Japan (394), France (369), the Netherlands (346), Switzerland (211), and Belgium (109). New York (583), New Jersey (454), Pennsylvania (355), and California (241) ranked as the top four states in the U.S. with the largest number of foreign-owned manufacturing corporations. Among New England states, Massachusetts had the largest number (117) of foreign-owned manufacturing corporation and was followed by New Hampshire with 84, Connecticut (56), Rhode Island (51), Maine (23), and Vermont (21).

The Western Massachusetts economy is involved in the worldwide processes that are creating a global economy. In 1988 eleven foreign-owned manufacturing corporations were located in Western Massachusetts. Nine were in the Springfield metropolitan area and one just outside in Ware. One was in Berkshire County. These eleven industries were owned by firms located in the United Kingdom (2), West Germany (2), Switzerland (2), Canada (1), Japan (1), the Netherlands (1), Sweden (1), and Venezuela (1). See Table 1 on next page.

It is important to remember that foreign direct investment is a small but important part of the U.S. and Western Massachusetts economies. It is the exact counterpart of the U.S. corporate investment abroad which amounted to $229 billion in 1985. Like foreign companies investing here, U.S. companies invest most heavily in the manufacturing sector (41%) of countries abroad. About 75% of U.S. investment by value is located in developed countries, 45% in Western Europe alone.

Sources:

Jeffrey Arpan and David Ricks. *Directory of Foreign Manufacturers in the U.S.* (Atlanta: College of Business Administration, Georgia State University, 1985).

U.S. Department of Commerce. *Statistical Abstract of the United States. 1988.* 108th edition. Table No. 1332 "Foreign Direct Investment in the U.S. -- Value, By Area and Industry: 1970 to 1986" and Table No. 1336 "U.S. Direct Investment Position Abroad and Income, By Country, 1980 to 1986, and by Selected Industries, 1986."

Table 1

County/City or Town	Country of Ownership	Type of Manufacturing
BERKSHIRE COUNTY		
Pittsfield		
Sheaffer Eaton	Switzerland	Paper
HAMPDEN COUNTY		
Agawam		
Ebtec	United Kingdom	Manufacturing
East Longmeadow		
Rafferty-Brown Steel	West Germany	Primary Metals
Springfield		
Stanbel Inc.	Canada	Rubber Products
Smith & Wesson	United Kingdom	Handguns
Ware		
Kanzaki Paper	Japan	Paper Products
HAMPSHIRE COUNTY		
Chicopee		
Irema, USA	West Germany	Surgical
Spalding Sports Worldwide	Venezuela	Sports Goods
Florence		
Perstorp Inc.	Sweden	Plastics
South Hadley		
Maillefer	Switzerland	Machinery
Nonotuck Manufacturing	Netherlands	Primary Metals

NOTES

GLOBAL EDUCATION CURRICULUM PACKETS & ACTIVITIES

Compiled by Robert P. Fuderich
U.N. Refugee Camp Staff
Quetta, Pakistan

SECONDARY & HIGH SCHOOL (7-12)

The Anatomy of Conflict

Source: SPICE, 200 Lou Henry Hoover Bldg., Stanford University, Stanford, CA 94305, (415) 723-1114

Subject: Social Studies
Region: Global

In this general introduction to conflict and its resolution/management on personal, group and world levels, students will analyze the characteristics and mechanisms of conflict. Slides assist students in writing definitions of "conflict." ($7.95 text/$12.95 text + slides)

The Lessons of the Vietnam War: A Modular Textbook

Source: Center for Social Studies Education, 115 Mayfair, Pittsburgh, PA 15228, Attn: Jerold Starr

Subject: Social Studies, History
Topic: Peace, Development and Social Change, Colonialism
Region: South Asia

In order to meet this great task, CSSE organized a network of about 200 Vietnam War scholars, teachers, and veterans to produce the nation's first secondary school curriculum on the Vietnam War. The objectives are:

(1) Cover all facets of the war from a diversity of perspectives.
(2) Teach students how to think critically about international relations.
(3) Introduce students to conflict resolution strategies.
(4) Teach students how to reason ethically about moral choices and to sensitize students to cultural differences.

Consists of eleven 32 page units, a 24 page concluding unit, and teacher's manual. All units include Vietnam veterans' poetry, several illustrations and discussion questions.

Simulations for a Global Perspective (Intercom 108)

Source: Global Perspective in Education Publications, 131 Varick St., 2nd Floor, NY, NY 10013

Subject: Social Studies, Geography, History
Region: Global

This book presents several complete simulation games (including *Spaceship Earth*) that help develop global awareness. Compiled from past issues of Intercom, some of which are no longer available, these simulations provide stimulating, globally oriented classroom activities. In a single volume for the first time, they are an important addition to any classroom.
($7.00)

Food for All: Teaching Against Hunger

Source: Global Perspective in Education, Inc., 45 John Street, Suite 1200, NY, NY 10038

Subject: Social Studies, History, Geography
Topic: Hunger, Development and Social Change
Region: Global

Six complete lessons and more activities explore the meaning of hunger and the relationship between hunger and development issues. Includes a lesson in which students must choose among different development policies and evaluate the effects of their decision on an imaginary developing nation. An issue in the Intercom Series (102).
($4.00)

Old, But Not Forgotten (Intercoms sold only as a series)

Source: Global Perspectives in Education, Inc., 45 John St., Suite 1200, NY, NY 10038

Subject: Social Studies, Geography, History, Foreign Language, Science
Region: Global

This series consists of eight issues of Intercom that are full of ideas, activities and curricula for the global educator. The eight topics covered are:

* *Global Perspective Through Asian Experiences*
* *Environmental Issues & the Quality of Life*
* *Shaping the Environment*
* *Global Perspectives: Bridging Social Studies & Language Arts*
* *Women & Men: Changing Roles in a Changing World*
* *America in the World*
* *Teaching Toward Global Perspectives II*
* *Teaching Global Issues through Simulation: It Can Be Easy*

($12.50)

Exploring the Third World: Development in Africa, Asia & Latin America

Source: Global Perspective in Education, Inc., 45 John St., Suite 1200, NY, NY 10038

Subject: Social Studies, Geography, History
Topic: Development and Social Change, Economics & Trade
Region: Africa, South Asia,Latin America

This new curriculum focuses on the interconnected issues relating to development in the Third World. Students investigate the problems of the less developed nations of our world. Included are lessons on economic growth, environmental issues, population growth, alternative development strategies and the global economic system. The unit contains readings, charts, photos, graphs, and simulation exercises.

New York & the World

Source: Global Perspectives, Inc., 45 John Street, Suite 1200, NY, NY 10038

Subject: Social Studies, Geography
Region: Global

This handbook was specifically developed to help teachers and students understand how local communities and individuals interact on an international level. Eight complete classroom lessons illustrate a community's international connections and how a community can act as a resource in teaching a global perspective. Though focused on New York City, the lessons can serve as a model for studying other communities. An important resource for anyone interested in developing international awareness. ($7.50)

Introduction to International Trade

Source: Global Perspectives in Education Publications, 131 Varick Street, 2nd Floor, NY, NY 10013
Topic: Economics and Trade
Region: Global (Japan)

This text examines the complexities of international trade in a manner easily understood by students (7-12). It introduces basic economic concepts and issues such as the mechanics of trade, protectionism, the balance of payments, and global production systems. A variety of approaches are used to teach skills such as map and graph interpretation, role play, critical reading, and analysis and evaluation of data. Many of the lessons can be adapted for the elementary grades. ($7.50)

Heelotia: A Cross-Cultural Simulation

Source: SPICE, 200 Lou Henry Hoover Building, Stanford University, Stanford, CA 94305, (415) 723-1114

Subject: Classroom activity
Region: Global

A simulated cultural exchange, students are divided into 2 "cultures" to

gain firsthand experience in the formation of stereotypes, perceptions and misperceptions. An excellent preliminary exercise for the study of other cultures. This resources is available at the International Resource Center, World Affairs Council in Springfield. ($2.95)

Through Middle Eastern Eyes, edited by Robert Pearson

Source: Social Studies School Service, 10200 Jefferson Boulevard, Room Y, P.O. Box 802, Culver City, CA 90232

Subject: Social Studies, Geography, History
Region: Middle East

An anthology of Middle Eastern stories, articles, letters and book excerpts providing insight into Middle Eastern life. Written at a 9th grade level, the book covers both modern existence in the area stretching from Moslem North Africa east to Iran. A teacher's guide including lesson plans is free with an order of 20 or more student editions. (284 pp.) (Student paperback: 1-9 copies $15.95/each; 10 copies & over $12.75/each) (Teacher's guide $4.00)

The World Citizen Curriculum: Teaching Activities for a Global Age, by Kirk Bergstrom

Source: Center for Teaching International Relations, University of Denver. Or, Social Studies School Service, 10200 Jefferson Blvd., Rm. Y, P.O. Box 802, Culver City, CA 90232

Subject: Social Studies, Geography
Region: Global

This book is designed to help students discover and master their relationship to the world and its people. This activity book contains 13 classroom-tested units covering such topics as global interdependence, cultural diversity, creative problem solving, terrorism, human rights and needs, and policy formation. The lessons use a variety of teaching methods such as role playing, decision making games, and brainstorming. A separate reproducible supplement for students provides a glossary, resource list, and learning objective outline. (361 pp., 2nd edition) ($39.95)

What is a Resource? Africa Project

Source: SPICE, 200 Lou Henry Hoover Building, Stanford University, Stanford, CA 94305

Subject: Social Studies, Science, Geography
Region: Africa (Lagos, Zambia)

This is a collection of four lessons with reproducible handouts investigating the concept of resources. Placing the idea of resources within the context of Third World development, the lessons progress from basic definitions to examinations of case studies of African Economics and culture. Each lesson lists objectives, materials needed, and

procedures. Map activities, discussion questions, and small group simulations are used to address such ideas as resources and culture. (SPICE 31pp.) ($6.50)

HIGH SCHOOL (9-12)

Main Street American & the Third World, by John Maxwell Hamilton

Source: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818

Subject: Social Studies, Geography
Region: Global

This book can be used by teachers to make secondary students more aware of how our lives are intertwined with the developing world. This book takes readers though the fascinating, complex Third World connections that shape our lives in profound but often not obvious ways. It goes beyond generalities to look at real life. It tells of specific American communities, from coast to coast, and describes specific ways development in the Third World affects our daily lives. It talks about jobs, education, health, recreation, environment, and more.

Written by journalists (each chapter was first published in a newspaper or shown on television), it not only describes objectively these connections but also highlights social, political and economic policy issues that Americans must address in living in an interdependent world. There are plenty of facts and figures in the book but the emphasis is always on the human side. ($9.95/postage for 1st copy - $1.50, additional postage .50/copy)

Global Issues: Activities and Resources for the High School Teacher, by Kenneth A. Switzer and Paul T. Mullory

Source: Center for Teaching International Relations, University of Denver. Or,
Social Studies School Service, 10200 Jefferson Blvd., Rm. Y, P.O. Box 802, Culver City, CA 90232

Subject: Social Studies, Science, Geography
Region: Global

The concepts of global awareness and economic interdependence are introduced with sample lessons for classroom use. Other major issues with lessons include the pros and cons of free trade, the cost of the arms race, understanding Third World modernization and foreign aid, oil pollution, the price of gasoline, and human rights at home and abroad. (91pp.) ($9.95)

Global Science: Energy, Resources, Environment, by John Christensen

Source: Kendall/Hunt Publishing Co., 2460 Kerper Boulevard, P.O. Box 539, Dubuque, Iowa 52001

Subject: Science, Social Studies, Geography
Topic: Environment
Region: Global

This student text also comes with a laboratory manual and teacher's guide. The text encourages students to think, to ask questions, to discuss alternative solutions to energy and resource problems and to be aware of current energy related issues, such as the accident at Chernobyl, the possibility of another oil embargo or hundreds of other issues that are raised every day in the news media. The text centered on four major themes: (1) Humans are partners with nature. (2) The world we live in is orderly and law abiding. (3) The Earth and its resources are finite. (4) The goal of society should be to achieve the highest standard of life that is compatible with our environment. Great curriculum to globalize a science course but can also be used for geography or social studies.

Strangers in Their Own Country: A Curriculum Guide on South Africa, by William Bigelow

Source: Social Studies School Services, 10200 Jefferson Blvd., Room Y, P.O. Box 802, Culver City, CA

Subject: Social Studies, Geography, History
Topic: Colonialism, Development and Social Change, Ethnicity and Racism
Region: Africa (South Africa)

A complete unit on apartheid consisting of simulations, debates and other activities designed to involved students in learning about conditions for Blacks in South Africa. These reproducible exercises intended to give students "a shocking lesson in inequality" include discussion guides on primary source documents, literature excerpts and recommended films. Among issues covered are divestment, the homelands and black unions. The curriculum last from one to six weeks. ($12.95)

ALL GRADES (K-12)

Next Step in Global Education: A Handbook for Curriculum Design, by Willard Kniep

Source: Global Perspective in Education, Inc., 45 John Street, Suite 1200, NY, NY 10038

Subject: Global Education
Region: Global

Designed to aid those who are ready to make global education more than a curricular add-on and are working to make a global perspective the central focus of school programs. This handbook can be used for planning a single course, a classroom program, or a comprehensive K-12 scope and sequence. ($30.00)

Adventures in Population Education

Source: Social Studies School Service, 10200 Jefferson Blvd., Room Y, P.O. Box 802, Culver City, CA 90232

Subject: Geography, Social Studies, History, Science
Topic: Population, Environment
Region: Global

These activity kits include sixteen cross-curricular activities designed to introduce elementary and secondary students to a variety of population issues, including population growth and density, carrying capacity, and resource allocation. Among the activities are simulations, debates, math riddles, research projects, and critical thinking exercises. The kit also provides background materials, data charts, a poster, a bibliography, and a teacher's guide. (*Zero Population Growth*) ($20.00)

In Search of Mutual Understanding

Source: Social Studies School Services, 10200 Jefferson Blvd., Room Y, P.O. Box 802, Culver City, CA 90232

Subject: History, Social Studies, Geography
Topic: Population
Region: East Asia (Japan)

Reflecting the belief that future world peace depends upon the ability of today's young people to understand each other's cultural differences, this unit helps teachers present a rich and varied image of Japanese culture. Based upon the findings of the Japan/United States Textbook Study Project, the high-interest learning activities concentrate on such aspects of Japanese culture as religion, language, and education. Includes 32 pages of reproducible handouts. ($19.95)

Where in the World?

Source: Social Studies School Service, 10200 Jefferson Blvd., Room Y, P.O. Box 802, Culver City, CA 90232

Subject: Geography, Social Studies (Game)
Region: Global

This classroom game is designed to help students increase their geographic knowledge and global awareness. This non-threatening game features six variations for different skill levels. The game helps familiarize students with the names of countries and the continent to which each belongs, facts about both countries and regions, and the geographical context of current and historical events. Contains 6 region boards, 174 country cards, 5 wild cards, a category spinner, 120 playing pieces and extensive instructions. Payers: 2-6. (*Aristoplay*) ($35.00)

Region Units are also available:

AFRICA	$8.00
ASIA-OCEANIA	$8.00
EUROPE	$8.00
NORTH AMERICA	$8.00
SOUTH AMERICA	$8.00

The Global Resource Book

Source: Global Perspective in Education, Inc., 45 John Street, Suite 1200, NY, NY 10038

Subject: Resource Directory
Region: Global

This is a resource directory of materials available on a broad range of global/international topics. Annotated listings of over 500 different books, curriculum materials and audio-visual materials provide you with information about the most current materials available to help supplement K-12 curricular needs. ($50.00)

Curriculum Theme Guide Series

Source: SPICE, Lou Henry Hoover Building #200, Stanford University, Stanford, CA 94305, (415) 497-1115

Subject: Language, Literature, Geography, Social Studies
Region: Global

Four curriculum theme guides are currently available on the topics:

(1) Understanding our Cultural Diversity.
(2) World Literature.
(3) Language.
(4) World Cultures.

Each guide includes a rationale, teaching goals, a matrix of teaching strategies and resources, lessons for grades K-12 and a working bibliography. ($10.00/each)

A BIBLIOGRAPHY FOR GLOBAL EDUCATION

By Jay Perera
Northampton, MA

SECONDARY SCHOOL

Middle East

PALESTINE'S CHILDREN
translated and edited by Barbara Harlow
Three Continents Press: 1984
$10.00
Topic: Population
Subject: Social Studies, Literature

Short stories which reflect Palestine of the last forty years through the eyes of Arab children.

SITT MARIE ROSE
by C.A. Sausalito
Post-Apollo Press: 1982
$7.00
Topic: Religion
Country: Lebanon
Subject: Literature

A novel that points out the violence and insanity of war fought in the name of religion. Sitt Marie Rose is taken captive during the Lebanese Civil War and murdered, even though one of her captives was once a friend.

THE YELLOW WIND
by David Grossman
Farrar, Straus & Giroux: 1988
$15.95
Topic: Population, Religion
Country: Israel
Subject: Social Studies

Through a series of interview, David Grossman records the devastation that two decades of Israeli occupation of the West Bank and Gaza Strip has wrecked on Jew and Palestinian alike. He has been even handed in exposing the cruelty and law breaking on both sides and his main thrust is to make visible the time-bomb quality of the situation.

MEMED
by Yashar Kemal
Pantheon: 1961
$6.95
Country: Turkey
Subject: Literature

This is a novel set in Turkey involving love, the breaking of an arranged marriage, escape and death.

TO BE SEVENTEEN IN ISRAEL: THROUGH THE EYES OF AN AMERICAN TEENAGE
by Josh Clayton
Watts: 1987
$11.90
Country: Israel
Subject: Social Studies

A subjective account of a five week stay in Israel by a high school student accompanied with his photographs.

MEN IN THE SUB
by Ghassan Kanafani
Heinemann Educ. Books: 1978
$7.00
Topic: Population
Country: Israel, Jordan
Subject: Literature

Fast paced stories of four Palestinian refugees.

TERRORISM: A SPECIAL KIND OF VIOLENCE
by Maragaret O. Hyde and Elizabeth H. Forsyth
Dodd: 1987
$12.95
Subject: Social Studies

In presenting an historic perspective of terrorism, the authors have focused on the Arab-Israeli conflict which is skillfully explained. They have also touched on the psychological trauma that victims must face.

FAREWELL, BABYLON
by Naim Kattan
Taplinger: 1980
$9.95
Topic: Religion
Country: Iraq
Subject: Literature

This is the story of an Iraqi Jew who is exiled.

AT THE DROP OF A VEIL
by Marianne Alireza
Houghton: 1971
$15.95
Topic: Women
Subject: Literature

The story of a California girl in an Arab harem in 1945.

Union of Soviet Socialist Republics

KILL THE TSAR: YOUTH AND TERRORISM IN OLD RUSSIA
by K.C. Tessendorf
Atheneum: 1986
$13.95
Subject: Literature

This is a novel of a serf and an aristocrat involved in a destructive passion at a critical period in Russian history. The author draws clear parallels with America in the 1960's and modern day terrorism.

WITHIN THE WHIRLWIND — Subject: Literature
by Euginia Ginzburg
Harcourt, Brace & Jancowich: 1981
$17.00

Love and survival in a labor camp.

THE FIXER — Topic: Religion
by Bernard Malamud — Subject: Literature
Washington Square Press: 1966
$3.95

A story of anti-Semitism in which a man is falsely accused of the murder of a child.

DARKNESS AT NOON — Subject: Literature
by Arthur Koestler
Bantam: 1941
$3.95

A party member betrayed and imprisoned.

ONE DAY IN THE LIFE OF IVAN DENISOVICH
by Alexander Solzhenitsyn
NAL Signet: 1963 — Subject: Literature
$2.50

One day in a man's life in a Siberian forced labor camp.

DR. ZHIVAGO — Subject: Literature
by Boris Pasternak
Ballantine: 1958
$3.50

A love affair set during the Russian Revolution.

AND QUIET FLOWS THE DON — Subject: Literature
by Mikhail Sholoknov
Random: 1965
$7.95

This novel centers on a group of Cossacks living along the Don river.

NICHOLAS AND ALEXANDRA — Subject: Literature
by Robert K. Massi
Dell: 1985
$6.95

A thoroughly researched and intimate biography of Czar Nicholas and Alexandra during the Russian Revolution.

Africa

ALL GOD'S CHILDREN NEED TRAVELLING SHOES
by Maya Angelou — Country: Ghana
Random: 1986 — (Biography)
$15.95

This is one book in a series of memoirs. Here Angelou describes her attempt to find a home in Ghana in the 1960's.

VOICES OF SOUTH AFRICA: GROWING UP IN A TROUBLED LAND — Topic: Racism, Development
by Carolyn Meyer — Country: Republic of South Africa
Harcourt, Brace: 1986 — Subject: Social Studies
$14.95

This is a collection of interviews with young people in South Africa. A brief background is given to the questions asked. This has been criticized as "superficial", yet young readers will connect directly with their counterparts. A Best Young Adult Book, Booklist 1987.

AFRICAN MYTHOLOGY — Subject: Literature
edited by Geoffrey Parrinder
Harper: 1986
$18.95

Africa's myths, tales, and fables are discussed by an expert. Many are retold and illustrated with photographs (some color) of African art.

THE AFRICANS: A TRIPLE HERITAGE
by Ali A. Mazrui — Subject: Social Studies
Little, Brown: 1986
$29.95 ($17.95 paper)

This is the companion to the TV series. Africa has its own heritage, that of the Islamic world, and that of western capitalism. Each of the three heritages are profusely illustrated. Also recommended is Mazrui's, *The Africans: A Reader* (Praeger, 1986).

CROSSING THE LINE: A YEAR IN THE LAND OF APARTHEID
by William Finnegan — Topic: Racism
Harper Row: 1986 — Country: South Africa
$22.45 — Subject: Literature,
($8.95 paper) — Social Studies

William Finnegan writes of the individuals and events of his year teaching at the Grassy Park Senior Secondary School, a school for mixed races in South Africa. He gives some background and a good explanation of the social structures of Apartheid. He has been criticized for not discussing possible solutions to the problems.

AFRICA IN CRISIS
by Llyod Timberlake
Earth Scan, New Society Educational Foundation,
P.O. Box 582, Santa Cruz, CA 95061-0582
$29.95 ($9.95 paper)
Topic: Environment, Hunger
Subject: Social Studies

The causes of famine in Africa are discussed with the thesis that solution to environmental health lies with the African peasant.

THE WORLD OF A MAASAI WARRIOR: AN AUTOBIOGRAPHY
by Tepilit Ole
Random: 1985
$16.95
Country: Maasai (Tanzania)
Subject: Social Studies, Literature

Raised as a traditional Maasai, educated abroad, Saitoti is faced with frightening contradictions when he returns to his people.

DISTANT VIEW OF A MINARET
by Alifa Rifaat
Quartet Books, London: 1983
$12.95
Country: Egypt
Subject: Women, Literature

A collection of stories that touch on marriage, infidelity, death and the spirit world, all giving insight into the role played by women in Arab countries.

DAYS OF HONEY: THE TUNISIAN BOYHOOD OF REFAEL UZAN
by I. Awret
Schocken: 1984
$9.95
Subject: Literature

This is a novel written in diary form that describes the boyhood of Rafael Uzan in a poor Arab-Jewish neighborhood in Tunisia before World War II, and then the disruption of his life and friendships with the coming of the war.

AFRICAN SHORT STORIES
edited by Chinua Achebe and C.I. Innes
Heinemann: 1983
$7.00
Subject: Literature

An anthology of twenty stories organized by region edited by renown West African author Chinua Achebe.

A LAND APART: A CONTEMPORARY SOUTH AFRICAN READER
edited by Andre Brink and J.M. Coetzee
Penguin Books (Viking): 1987
$7.95
Topic: Racism
Subject: Literature

A Land Apart is a collection of short stories and poems as well as excerpts from novels, diaries, and an interview, selected by two well know South African authors. Half have been written in English and half translated from indigenous languages and Afrikaans. They have been selected for the reality of South African that they portray. Subjects range from a miner's methodical and accepting description of the enslaving bureaucracy of his job, to a tribal wedding, to the description of street looting by a woman who is afraid her Tupperware party may be spoiled. An overview of the interrupted and turbulent course of recent South African writing is given in the introduction and brief biographical notes are appended.

THE MIRACLE CHILD: A STORY FROM ETHIOPIA
told by Elizabeth Laird
Holt: 1985
$12.95
Topic: Religion, Hunger
Country: Ethiopia
Subject: Religion, Literature

Ethiopia's isolation on a high plateau in Africa allowed her unique tradition of Christianity to develope undisturbed. *The Miracle Child* is such a blend of Christianity and Ethiopian culture. It tells the tale of a saint who brought food to the starving, not a new phenomenon in Ethiopia. The illustrations are by an unknown eighteenth century artist and extensive captions describer symbols in the paintings, such as the cross surrounded by seven ostrich eggs, and traditional representation such as the wicked are only portrayed form the side while the good are painted face forward.

KAFFIR BOY
by Mark Mathabane
Macmillan: 1986
$8.95
Topic: Racism, Ethnicity
Country: South Africa
Subject: Social STudies

An autobiography of coming of age in South Africa during the 1970's. Struggling for an education, holding to a promised land (the USA), enduring the threats of fellow blacks as he is assisted by liberal whites, and the risk of losing one's wholes heritage to gain these goals, are agonies all endured by Mathabane.

East Asia

IN THE YEAR OF THE TIGER
by Bernard Wolf
Macmillan: 1988
$14.95
Country: China
Subject: Social Studies
Topic: Economics, Trade

Bernard Wolf's, *In the Year of the Tiger*, is a photo-essay of the Chen family, an extended agricultural family living in Ai Shan of the Guangxi Autonomous Region of China. Black and white photographs illustrate the processes of a rice harvest, the pressing of peanut oil, the trading of these crops in the market, children in school, and a wedding. These are not, however, academic photographs. Through their art, the ancient scroll-like patterns of everyday life are drawn again. What might look like "primitive" life to Western children is depicted with dignity. Children will respect the hard work and challenge that this family accepts. Wolf's text does not equal the photographs in quality and this book should augment material on China. It

makes the same point as John Chaisson's, *In Africa*, that large countries are dependent upon small agricultural communities.

HIROSHIMA NO PIKA
by Toshi Maruki
Lothrop: 1982
$13.00
Topic: Peace
Country: Japan
Subject: Social Studies

Hiroshima No Pika, by one of Japan's most eminent artists, Toshi Maruki, illustrates the day that the bomb was dropped on Hiroshima. The text has a formal, legend-like quality and is based primarily on the story of a woman who was seven years old at the time, with memories of others woven throughout. In spite of the distancing accomplished by paintings, as opposed to photographs, and the stylized text, the impact is strong. this book has generated controversy as to what age group it should be used with. It is a supplement to World War II materials and is a good starting point for a study of nuclear weapons and arms control.

BORN OF THE SAME ROOTS: STORIES OF MODERN CHINESE WOMEN
edited by Vivian Hsu
Indiana University Press: 1981
$27.50
Topic: Women
Country: China
Subject: Social Studies, Literature

This is a collection of nineteen stories that reflect the lives of 20th century women in China. It includes biographical sketches of the authors.

THE EXECUTION OF MAJOR YIN AND OTHER STORIES FROM THE GREAT PROLETARIAN REVOLUTION
by Jo-Hsi Chen
Indiana Univ. Press: 1978
$8.95
Country: China
Subject: Social Studies, Literature

These eight stories written during the Cultural Revolution, reveal the effect of these events on individuals.

THROUGH THE YEAR IN JAPAN
by Elizabeth Fusae
David and Charles: 1986
$15.95
Country: Japan
Subject: Social Studies

This book is divided into twelve chapters, each representing a month of the year, the social and cultural events of that month are described. Recipes, proverbs, songs, poems, and recommended books are included.

SO FAR FROM THE BAMBOO GROVE
by Yoko K. Watkins
Lothrop: 1986
$10.25
Country: Korea
Subject: Literature

This is a fictionalized account of the author's childhood flight during WW II from Korea to Japan before the destruction of the Korean Communist Army. War and its atrocities are reported without sensationalism. This novel parallels other peoples' WW II flights, such as *The Endless Steppe* and *Upon the Head of a Goat.*

ORACLE BONES, STARS, AND WHEELBARROWS: ANCIENT CHINESE SCIENCE AND TECHNOLOGY
by Frank Ross, Jr.
Houghton Mifflin: 1982
$8.95
Country: China
Subject: Science

This book discusses the early discoveries made in the fields of astronomy, medicine, biology, and physical science by the Chinese. Attention is paid to their influence on the West and comparisons are drawn.

JAPAN FROM SHOGUN TO SONY
by John R. Roberson
Atheneum: 1985
$13.95
Country: Japan
Subject: History, Economics, Trade

This history of Japan focuses on the country's contacts and relationships with other countries. It includes a bibliography, photographs, prints and maps.

IRON AND SILK
by Mark Salzman
Random: 1987
$16.96 (5.95 paper)
Country: China
Subject: Social Studies (biography)

Mark Salzman spent two years teaching English to medical students in the Hunan Province of China. This is a collection of anecdotes and reflections on the life around him.

LIFE AND DEATH IN SHANGHAI
by Nien Cheng
Grove: 1986
$19.95
Country: China
Subject: Social Studies (biography)

This is the personal, factual account of Nien Cheng, the widow of a diplomat, who endured seven years of solitary confinement during the Cultural Revolution.

REBELS OF THE HEAVENLY KINGDOM
by Katherine Paterson
Dutton/Lodestar (Avon/Flare paper)
$11.95 ($2.25 paper)
Country: China
Subject: Literature

Two peasants attempt to overthrow the Manchu regime in this historical novel.

SON OF THE REVOLUTION
by Heng Liang and Judith Shapiro
Knopf: 1983 (Random, paper)
$15.00 ($5.95, paper)
Country: China
Subject: History, Social Studies (biography)

Heng Liang writes of his experiences as a Red Guard during China's Cultural Revolution.

Latin America

THE VANISHING BORDER: A PHOTOGRAPHIC JOURNEY ALONG OUR FRONTIER WITH MEXICO
by Brent Ashabranner
Dodd: 1987
$12.95
Topic: Economics, Population
Subject: Social Studies

Our border with Mexico is two thousand miles of open desert and river which is crossed illegally by thousands of people from 68 different countries in search of work. The United States also crosses the border easily, bringing industries into Mexico, utilizing the cheap labor and paying very little in import taxes when bringing the product back into the US. Ashabranner interviews youths in search of mythic fortunes, laborers who find work on the ranches and in the Sun-belt of the US, and those who deal with smugglers. The civic and human problems of both sides are given equal attention and a good overview of the issues is gained. The photographs give a sense of immediacy to these issues.

MYTHOLOGY OF SOUTH AMERICA
by John Bierhorst
Morrow: 1988
$15.95
Topic: Ethnicity
Subject: Literature, Social Studies

John Bierhorst, a noted scholar, has written an overview and guide to the mythology of South America. The continent is divided into seven regions and the folklore of each region is further explained in a small introduction before the stories are told. The illustration are of native art. Bierhorst touches on such topics as how myths die or are transformed, archaeology and myths, and how politics are incorporated into myths. His prose is a pleasure to read and the myths themselves are engaging and straightforward. This book should be used not only for its literary content, but for its anthropological and historical information as well. It is an excellent reference tool for teachers, giving concise and intriguing background information which is rarely included in texts for younger children. It is documented with notes, has an extensive bibliography, and an index.

TALKING IN WHISPERS
by James Watson
Knopf: 1984
$10.95
Topic: Development
Country: Chile
Subject: History, Social Studies, Literature

Sixteen-year-old Andres Larreta is faced with the moral dilemma of whether or not to continue his father's resistance activities and risk death, or choose inaction which may be equated with collaboration.

HEADHUNTERS & HUMMINGBIRDS: AN EXPEDITION INTO ECUADOR
by Robert McCracken Peck
Walker: 1987
$14.95
Topic: Environment
Country: Ecuador
Subject: Geography, Science

A scientific expedition into the unexplored jungle to study birds runs into trouble when the porters leave and

the scientists are threatened by Indians which trophies are shrunken heads.

ANNIE JOHN
by Jamaica Kincaid
Farrar, Straus, & Giroux: 1985
$11.95 ($5.95 paper)
Topic: Women
Country: Jamaica
Subject: Social Studies, Literature

This is the story of a young girl coming of age in rural Jamaica. Also recommended by the same author, *At the Bottom of the River* (Random, 1983), a collection of prose poems.

MOTHERS AND SHADOWS
by Marta Traba
London, Readers Internat'l: 1986
$14.95 ($7.95 paper)
Topic: Women
Country: Argentina
Subject: Social Studies, Literature

This is a strong novel about the women of Argentina who defied state terror in search of their "disappeared" husbands, lovers, and children.

CHILDREN OF THE MAYA: A GUATEMALAN INDIAN ODYSSEY
by Brent Ashabranner
Dodd Mead: 1986
$12.95
Topic: Population
Country: Guatemala
Subject: Social Studies

The genocide of the Mayan Indians by the Guatemalan army is told through interviews with the survivors who escaped and found their way as refugees to Florida. A brief and clear political background in given, and a sense of immediacy is imparted through excellent photographs of the refugees.

WARRIORS, GODS, AND SPIRITS FROM CENTRAL AND SOUTH AMERICAN MYTHOLOGY
by Douglas Gifford
Schoken Books: 1983
$16.95
Subject: Literature

A short introduction precedes the myths of each area and then two or three myths follow. They are profusely illustrated and the student who is not caught by the story will be captivated by the illustrations.

GOOD NEIGHBORS? THE UNITED STATES AND LATIN AMERICA
by Ann E. Weiss
Houghton Mifflin: 1985
$12.95
Topic: Peace, Social Change
Subject: Social Studies

A clear introduction to the relationship between the United States and Latin America is presented.

A THIEF IN THE VILLAGE
by James Berry
Orchard Books/Watts: 1988
$12.95
Country: Jamaica
Subject: Literature

This is a collection of realistic short stories by a Jamaican author that reflect the lives and yearnings of children in a remote Jamaican village. The stories not only reflect individuals but the society and environment as well. The Jamaican dialogue may be difficult for younger students, a problem that could be overcome with reading aloud.

WHO GOES OUT IN THE MIDDAY SUN?
by Benedict Allen
Viking: 1986
$18.95
Topic: Population
Subject: Social Studies

A young Englishman sets out alone, travelling the jungle land drained by the Orinoco and the Amazon where he had to learn to eat monkey brains, had to decline the hand of a chieftain's daughter, and had to wrestle with a pig. The book contains a "colonialist" tone in its voice, but this is a fascinating account of an area little travelled and documented. It is accompanied with photographs.

THE TIGER'S MILK: WOMEN OF NICARAGUA
by Adriana Angel and Fiona Macintoch
Holt: 1987
$18.95
Social Change
Country: Nicaragua
Subject: Social Studies

Woman of all ages and from different parts of Nicaragua explain why their country is in revolution and what it has done to their lives. All are Sandinistas.

THE HOUSE OF THE SPIRITS
by Isabel Allende
Knopf: 1985
$4.50
Topic: Social Change
Country: Chile
Subject: History, Social Studies

By the niece of the slain President Allende, a personal narrative of Chile's move toward military dictatorship and how it affected her family.

Oceania

THE FATAL SHORE
by Robert Hughes
Vintage: 1987
$10.95
Topic: Population
Country: Australia
Subject: Literature, History

"Australia's vast story told with style." - *New York Times Book Review.*

A TOWN LIKE ALICE
by Nevil Shute
Ballantine: 1950
$2.95
Country: Australia
Subject: Literature

Seeking to repay war debts, Jean Paget finds romance with an ex-soldier in the Australian outback.

MY BRILLIANT CAREER
by Miles Franklin
Washington Square Press: 1981
$3.95

Topic: Women
Country: Australia
Subject: Literature

This is the story of a young girl who struggles to escape the drudgery of the outback and dodge the offers of city suitors in order to pursue her career as a writer. It is set during the early 1900's.

TRACKS
by Robyn Davidson
Pantheon:L 1983
$3.95

Country: Australia
Subject: Social Studies

This is the true story of a girl's trek across Australia with camels.

Europe

BADGER ON THE BARGE
by Janni Howker
Greenwillow: 1985
$10.25 ($4.95 paper)

Country: United Kingdom
Subject: Literature

Badger on the Barge is a collection of five short stories set in rural, working class England involving unexpected friendships between teenagers and the very old, lonely, and eccentric. The themes ar universal: the resolution of grief, an acceptance of death, and acceptance of self. The subtle setting will impart an honest image of England with details and terms that only a native can provide. The reader will find herself bonded through similar emotions to people in another culture. Two other books by Howker are also recommended: *The Nature of the Beast* (Penguin, 1987, $4.95) set in a threatened English mill town, and *Isaac Compion* (Greenwillow, 1987, $10.25) set in Lancaster before the advent of child labor laws.

IN THE DITCH
by Buchi Emecheta
Schocken Books: 1979
$4.95

Topic: Ethnicity, Population
Country: United Kingdom
Subject: Literature, Social Studies

In the Ditch is Adah's story of the confusion between two cultures, the slums of northern London and Nigeria. This is a story about her struggle with pride and being on the "dole", and our natural inclination to use the term "problem family" out of fear and ignorance. The Ditch refers to Shoreditch, a section of northern London, filled with welfare flats and where Adah and her five children live. This novel could be used with Jonathon Kozol's, *Rachel and Her Children* (Crown, 1988, $16.95), which chronicles the true story of a woman and her family in a NYC welfare hotel. Other books by Buchi Emecheta are: *Second Class Citizen* (Brazilier, 1983, $4.95), *The Bride Price* (Brazilier, 1976, $5.95), and *The Slave Girl* (Brazilier, 1977, $4.95).

BREAD AND WINE
by Ignazio Silone
NAL/Signet: 1937
$2.95

Topic: Social Change
Country: Italy
Subject: History, Social Studies, Literature

Pietro Spina, an exiled young revolutionary, returns to pre-World War II, fascist Italy to work for the liberation of his people and learns the eternal truths beyond political slogans.

DOWN AND OUT IN PARIS AND LONDON
by George Orwell
Harcourt: 1933
$3.95

Country: France, England
Subject: Literature

This is Orwell's first novel, based on his experiences in London and Paris during the Depression of the 1930's.

HOME BEFORE NIGHT
by Hugh Leonard
Atheneum: 1980
$9.95

Country: Ireland
Subject: Literature (biography)

Memories of growing up as the son of a gardener on an Irish estate, written by a well known playwright.

IN MY FATHER'S COURT
by Isaac Bashevis Singer
Fawcett Crest: 1966
$2.50

Topic: Religion
Country: Poland
Subject: Social Studies, Literature (biography)

The memoirs of the great writer, Isaac Bashevis Singer, who grew up in early 20th century Warsaw where his father's rabbinical court was "court of law, synagogue, house of study, and...psychiatrist's office."

THE ISLAND ON BIRD STREET
by Uri Orlev
Houghton: 1984
$10.45

Topic: Racism
Country: Poland
Subject: Social Studies, Literature

Alex stays in hiding in the Warsaw ghetto of World War II, hoping for the return of his father.

A MATTER OF FEELING
by Janine Boissard
Fawcett: 1981
$2.50

Country: France
Subject: Literature

This is the story of seventeen-year-old Pauline's doomed first love for an older artist. *The Wanderer*, by Henri Alain-Fournier (NAL, 1981, $3.95) is another novel set in France recommended for teenagers. It is the story of a search for a first and, now lost, love.

ANNE FRANK REMEMBERED: THE STORY OF MIEP GIES WHO HELPED TO HIDE THE FRANK FAMILY
by Miep Gies and Alsion L. Gold
Simon & Schuster: 1987
$17.95
Country: Netherlands
Subject: Social Studies, History (biography)

This biography tells the story from the other side, describing what Miep Gies had to do to protect the Frank family in hiding.

THE WRITING ON THE WALL: AN ANTHOLOGY OF CONTEMPORARY CZECH WRITING
edited by Antonin Liehm & Peter Kussi
Katz-Cohl Pup: 1983
$25.95
Subject: Social, Studies, Literature

An anthology of journalistic and underground pieces.

BOY ON THE ROOFTOP
by Tamas Szabo
Peter Smith: no date given
$12.00
Topic: Social Change
Country: Hungary
Subject: Literature, Social Studies

This is the story of a Hungarian youth during the 1956 revolution.

GREEK MYTHS: GODS, HEROES, AND MONSTERS - THEIR SOURCES, THEIR STORIES, AND THEIR MEANINGS
by Ellen Switzer and Costas
Atheneum: 1988
$16.95
Subject: Literature

This is a much praised, thorough anthology that is illustrated with the art and photographs of the sites of importance to Greek myths.

South Asia

CAMBODIAN FOLK STORIES FROM THE GATILOKE
by King Chhean
Tuttle: 1987
$15.95
Subject: Literature

This is a translation of fifteen stories from the Gatiloke literary tradition which is the blending of Buddhist religious tales with Cambodian tales. Each story is followed by a short italicized comment which perhaps should be read first, and accompanied with small line drawings illustrating unfamiliar objects mentioned in the tale. There is an excellent appendix, "About Cambodia", giving a concise overview of Cambodian geography and history from the First Khmer Kingdom to 1975. It also discussed village and family life and holidays such as the Cambodian New Year in April and the retreat of the monks in July. *The Miracle Child: A Story from Ethiopia*, by Elizabeth Laird (Holt, 1985, $12.95), is another example of the blending of two traditions in folktales.

NECTAR IN A SIEVE
by Kamala Markandaya
Juniper Press: 1983
$5.00
Topic: Women
Country: India
Subject: Literature

This is a novel which expresses the joys and sorrows of an arranged marriage.

MARRIED TO A STRANGER
by Nahid Rachlin
Dutton: 1983
$13.95
Topic: Women
Country: Iran
Subject: Literature

A portrait of a young woman growing up in urban, pre-revolutionary Iran.

HOW I BECAME A HOLY MOTHER, AND OTHER STORIES
by Ruth Prawer Jhabvala
Harper: 1979
$2.50
Topic: Women
Country: India
Subject: Literature

Ten short stories by a well known author that describes what it is like to be an Indian, and especially an Indian woman.

REMEMBRANCE OF THE SUN
by Kate Gilmore
Houghton Mifflin: 1986
$13.95
Topic: Social Change
Country: Iran
Subject: Literature

A well done love story which contrasts an American and Iranian family, giving geographical, cultural and political details, at the time of the Iranian Revolution. All does not end well.

DROUGHT
by Iwan Simatupang
Heinemann Educ. Books: 1978
$7.00
Topic: Social Change
Country: Indonesia
Subject: Literature

A novel about a Javanese intellectual who flees the island to begin a new life.

LITTLE IRONIES: STORIES OF SINGAPORE
by Catherine Lim
Heinemann: 1978
$5.00
Country: Singapore
Subject: Literature

These seventeen short stories, all set in Singapore, capture a way of life and thinking of the Chinese.

MALAYSIAN SHORT STORIES
edited by Lloyd Fernando
Heinemann: 1981
$7.50
Topic: Ethnicity
Country: Malaysia
Subject: Literature

Vignettes of everyday life portray Malaysia's multi-cultural society.

IRAN AND IRAQ: NATIONS AT WAR
by Lisa Mannetti
Watts: 1986
$10.90
Country: Iran, Iraq
Subject: Social Studies, History

This book chronicles the Iran-Iraq War from 1980 giving attention to the personalities of leaders, the religious and political background of each country, and the effect of the war on the greater Middle East. This book is part of a series called "Impact Books."

THE VOYAGE OF THE LUCKY DRAGON
by Jack Bennett
Prentice-Hall: 1982
$9.95
Topic: Social Change, Ethnicity
Country: Viet Nam
Subject: Literature

This is the story of a Vietnamese boy, Quan, who escapes from Viet Nam with the boat people, first to Indochina and Singapore, and then to Australia. It parallels other refugee/escape stories such as *The Endless Steppe, Upon the Head of a Goat*, and *So Far from the Bamboo Grove*. It has been described as "neither sentimental or moralistic."

GARDEN OF THE BRAVE IN WAR: RECOLLECTIONS OF IRAN
by Terence O'Donnell
University of Chicago Press: 1988
$12.95
Topic: Ethnicity
Country: Iran
Subject: History, Social Studies

This is a memoir of ten years spent on a farm in Iran which gives the reader an understanding of the Iranian culture.

THE SCHOOL PRINCIPAL
by Jalal Al-e Ahmad
Bibliotecha Islamica: 1983
$12.00
Topic: Social Change
Country: Iran
Subject: Literature

This is a criticism of Iran's blind imitation of the Western model of education in novel form. It has been one of the most influential novels in the post WW II era in Iran.

North America

HAPPILY MAY I WALK: AMERICAN INDIANS AND ALASKAN NATIVES TODAY
by Arlene Hirschfleder
Scribners: 1986
$13.95
Topic: Ethnicity
Subject: Social Studies

This is an excellent overview of native Americans that challenges many stereotypes. It includes a chapter on successful native Americans, a history of government attitudes, and reservation problems. It also includes maps, reproductions, photographs, a bibliography and an index. Another source of the everyday life of this generation of American Indians is Brent Ashabranner's, *To Live in Two Worlds: American Indian Youth Today* (Dodd, 1984). This is a series of interviews with young Indians, some on the reservation, some running a gas station, and some going to school. They all discuss the problems of the two influences, their Indian traditions and the economic necessities that force them to assimilate which in turn threatens their heritage.

HOME BEFORE MORNING
by Lynda Van Devanter
Warner: 1984
$3.95
Topic: Women
Country: USA
Subject: History (biography)

A young nurse in Viet Nam recounts her harrowing and raw experiences and the lasting effect that they had on her return to the United States.

STREET FAMILY
by Adrienne Jones
Harper: 1987
$13.95
Topic: Population, Hunger
Country: USA
Subject: Literature

Adrienne Jones weaves together the stories of three teenagers, Chancy, age 15, who has run away from Father Lembert's Ranch for Wayward Young Women; Martin who was born the day Martin Luther King was assassinated; and, Joshua who, with his father's death, is no longer a member of his own family and leaves his drinking stepmother and her new husband. Together they form a "family of sorts", helped by a bag lady and an alcoholic Viet Nam veteran, who live under the highway and teach them how to live on the streets. The plot is fast moving, if a bit dramatic, and the setting and characters convincing, having gleaned from interviews with homeless people with whom the author works. This book points out many of our society's problems; broken families, alcoholism, the inadequate care of the Viet Nam veterans, and the lack of recourse for children who have no resources unless adults speak out for them. If there is any criticism of this novel, it is that it is a little too clean and romantic, resolving these problems more easily than they are in real life.

FALLEN ANGELS
by Walter Dean Myers
Scholastic: 1988
$12.95
Country: USA
Subject: History, Literature

Fallen Angels is a Viet Name War novel for young adults describing seventeen-year-old Richie Perry's tour of duty. All of the elements are here; the horror of "friendly fire", the endless boredom in they show movies backward, the booby traps that instantly kill, the padded body count to hasten promotion, and the cynical pacification efforts in which they show Donald Duck movies to village children. Richie has arrived in Viet Nam by default, this is a poor man's war, but reasons why Richie wants to live and for what, gradually become clear. The dialogue is gripping, the slang of Nam and Black American authentic, and the details well researched (a map is included). The language is appropriately strong, and the focus is less on carnage than on the effect it has on the development of the

characters. This is a convincing tour of duty, a glimpse of a life of poverty, and the reader sees the slow growth and hope of Richie for his life in "the world" as his tour ends.

EYES ON THE PRIZE: AMERICA'S CIVIL RIGHTS YEARS, 1954-1965
by Juan Williams
Viking: 1987
$24.95
Topic: Racism
Country: USA
Subject: Social Studies, History

Eyes on the Prize is a detailed and action-filled account of the Civil RIghts Movement from 1954-1965. It begins with the documentation of the "separate, but equal" school systems in the south and moves through eight separate events from the murder of Emmett Till to the march on Selma, and the final passage of the Voting Rights Act. Interviews, dialogues from television footage, background vignettes, excerpts from pro-segregationist editorials, and numerous photographs all make the years 1954-1965 startling alive again. There are extensive notes, a selective bibliography, index, an epilogue updating the lives of the major participants, and a time chart showing the relationships of the Movement, politics, legal work, violence and African and Caribbean independence.

COYOTES: A JOURNEY THROUGH THE SECRET WORLD OF AMERICA'S ILLEGAL ALIENS
by Ted Conover
Random: 1984
$6.95
Topic: Population
Country: Mexico
Subject: Social Studies

This is a thrilling, first-person account of crossing the Mexican border by a man who lived with illegal "aliens" for a year.

POVERTY IN AMERICA
by Milton Meltzer
Morrow: 1986
$11.75
Topic: Hunger
Country: USA
Subject: Social Studies

This is an examination of poverty in the United States and its effect on children, women, the elderly, and minorities.

I HEARD THE OWL CALL MY NAME
by Margaret Craven
Dell: 1988
$2.95
Country: Canada
Subject: Literature

A young minister in British Columbia is taught by the Indians how to meet death with dignity.

INTO A STRANGE LAND: UNACCOMPANIED REFUGEE YOUTH IN AMERICA
by Brent Ashabranner
Dodd: 1987
$12.95
Topic: Population
Country: USA
Subject: Social Studies

Interviews and photographs chronicle the trauma of children, mostly from Southeast Asia, secreted into boats, held in refugee camps, and finally placed in U.S. foster homes. The effort of adjustment often results in depression and this book will sensitize readers to problems faced by immigrants who have left family and culture behind. *Immigrant Kids*, by Russell Freedman (Dutton, 1980, $11.95) tells the tale of another era of immigration, 1880-1920, through old photographs of children.

THE MAN TO SEND RAIN CLOUDS
by Kenneth Rosen
Random: 1975
$2.95
Country: USA
Subject: Literature

Nineteen native American authors are represented.

Global

COMMERCIALIZATION OF THE OCEANS
by Michael H. Sedge
Watts: 1987
$11.90
Topic: Environment
Subject: Science, Social Studies

Sedge considers the effect of technology on the oceans, discussing the economic, ecological, and social problems. It includes black and white photographs, a bibliography, and in index.

NUCLEAR ENERGY AT THE CROSSROADS
by Irene Kiefer
Atheneum: 1982
$14.95
Topic: Environment
Subject: Science, Social Studies

An equitable overview of the peaceful uses of nuclear power is presented, starting with an explanation of radiation, its forms and uses, and moving to the issues of our increasing exposure to radiation and the problems of waster disposal. Also recommended by Irene Keifer, *Poisoned Land: The Problems of Hazardous Waster* (Atheneum: 1981, $12.95).

FEEDING THE WORLD
by Nance Lui Fyson
David and Charles: 1985
$14.95
Topic: Hunger
Subject: Social Studies

This is an introductory analysis of food problems, considering staples, production and distribution from an international viewpoint.

WORLD TALES: THE EXTRAORDINARY COINCIDENCE OF STORIES TOLD IN ALL TIMES
by Idries Shah
Harcourt: 1979
$37.50
Subject: Literature

A beautifully illustrated book that collates tales with similar themes from the world over. Short comparisons

are also included and there are numerous beautiful illustrations.

THE NUCLEAR ARMS RACE: CAN WE SURVIVE IT?
by Ann E. Weiss
Houghton Mifflin: 1983
$10.95
Topic: Peace
Subject: History, Social Studies

Ann Weiss presents a broad and objective history of the nuclear arms issue from the development of the first atomic bomb in Los Alamos to the 1983 MX missile debate in Congress. She gives a clearly distilled picture of how the Cold War developed, focusing not in the intricacies of events themselves, but on the important set of relations which they caused. The origin of anti-nuclear groups and their objectives are presented along with the efforts and reasoning of groups who feel endangered by disarmament. There is a short bibliography, glossary, and index.

CHANGES IN THE WIND: EARTH'S SHIFTING CLIMATE
by Margery and Howard Facklam
Harcourt: 1986
$14.95
Topic: Environment, Hunger
Subject: Science, Social Studies

Changes in the Wind is a lucid, scientific explanation of the Earth's changing climates caused by the natural forces shifting ocean currents, sun spot cycles, varying forest or icecap density, and volcanic activity. Man's role in hastening or triggering these changes through pollution and deforestation is examined with a final chapter describing the effects of a possible nuclear winter. The black and white photographs are well chosen. Diagrams are self-explanatory and appealing. An index makes it possible to approach this topic country by country and an extensive bibliography makes this a good source for further research. Sources of more specific problems of pollution are:

Laurence Pringle's,
RAIN OF TROUBLES: THE SCIENCE AND POLITICS OF ACID RAIN (Macmillan, 1988)
WATER: THE NEXT GREAT RESOURCE BATTLE (Macmillan, 1982)
THROWING THINGS AWAY: FROM MIDDENS TO RESOURCE RECOVERY (Crowell, 1986)

UNDERSTANDING THE VOCABULARY OF THE NUCLEAR ARMS RACE
by Paul Fleisher
Dillon: 1988
$14.95
Topic: Peace
Subject: Social Studies

300 terms are objectively defined ranging form concepts of physics, materials used in bomb construction, types of weapons, and related concepts such as medical terms. A list of arms control groups and a bibliography are appended. This is an excellent reference tool.

Together, you will form a team of mutual learning and human development.

- Carlos Carrion

Global Horizons

International Resource Center

The **International Resource Center** is housed at the

World Affairs Council
1655 Main Street
Springfield, MA

Telephone: (413) 731-0110

Judy A. Hope, Resource Center Coordinator

The Resource Center is a clearinghouse for curriculum materials, human resources, and other international reference materials that can be used in internationalizing the classroom. Materials are available on a loan basis. The World Affairs Council offices are open from 9:00 - 5:00 weekdays. Teachers and other school personnel are encouraged to visit the Resource Center; books, articles, videos and other materials may be borrowed. The World Affairs Council also sponsors lectures, speakers and other events geared to presenting international perspectives on current affairs.

> What follows in this section of the **Global Education Resource Directory** is a partial listing of resources available in the Resource Center. Many of the resources described are mentioned in earlier sections.

For more information and scheduling time to browse through the Resource Center please contact Judy A. Hope, Resource Center Coordinator.

Stanford Program on International and Cross-Cultural Education (SPICE)

200 Lou Harry Hoover Building
Stanford University
Stanford, CA 94305-6012

LANGUAGE

Region: Global
Grade Level: All
Subject: Language Arts
Medium: Curriculum Material
Cost: $10.00

Provides awareness exercises of the many forms of language: Silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and cultural awareness by promoting increased foreign language study.

UNDERSTANDING OUR CULTURAL DIVERSITY

Region: Global
Topic: Ethnicity and Racism
Grade Level: All
Subject: Social Studies
Medium: Curriculum Material
Cost: $10.00

Improves the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifies student's perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

WORLD CULTURES

Region: Global
Topic: Ethnicity and Racism
Grade Level: All
Subject: Social Studies
Medium: Curriculum Material
Cost: $10.00

Studies and compares cultures in ways which develope understanding of beliefs, customs, social structures, and the arts, and which help students see themselves and the world from many points of view.

WORLD LITERATURE

Region: Global
Grade Level: All
Subject: Literature
Medium: Curriculum Material
Cost: $10.00

Uses the richness of world literature in translation to examine universal literary themes; fosters appreciation of a wide variety of oral and written literary traditions; and encourages creative potential.

THE CHALLENGE OF TECHNOLOGY: THE MICROELECTRONIC LINK

Region: Global
Topic: Development/Social Change
Grade Level: High School
Subject: Social Studies
Medium: Curriculum Material
Cost: $15.95

Explores the role of technology in the economics of developing countries using microelectronics as a case study. Includes an historical summary of developments in technology and an actual "chip".

HEELOTIA: A CROSS-CULTURAL SIMULATION

Region: Global
Topic: Ethnicity and Racism
Grade Level: High School
Subject: Social Studies
Medium: Curriculum Material
Cost: $2.95

A simulated cultural exchange, students are divided into two "cultures" to gain firsthand experience in the formulation of stereotypes, perceptions, and misperceptions. An excellent preliminary exercise for the study of other cultures.

LIVING IN A GLOBAL AGE

Region: Global
Topic: Economics/Trade
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Material
Cost: $6.50

Three groups attempt to assemble working flashlights in this simulation of international trade and communication. The interaction typifies the cooperation and conflict among the energy rich, developed and developing countries of today.

TWO VOICES FROM NIGERIA: NIGERIA THROUGH THE LITERATURE OF CHINUA, ACHEBE AND BUCHI EMECHETA

Region: Africa
Topic: Colonialism, Development/Social Change
Country: Nigeria
Grade Level: Middle/High School
Subject: Literature, Social Studies
Medium: Fiction, Curriculum Material
Cost: $12.95

Excerpts from the novels of two of Nigeria's best known writers, one male and one female, provide students with an unusual opportunity to view Nigerian culture and history through the eyes of it's people.

VOICI L'AFRIQUE FRANCOPHONE

Region: Africa
Grade Level: Middle/High School
Subject: Foreign Language, Social Studies
Medium: Curriculum Package with slides
Cost: $16.95

Supplementary lessons for French language students on the countries of French-speaking Africa include a dialogue in French and Bambara, map exercises, a post-office simulation and an interview with a Congolese musician. Slide script is in English and French. (27 slides included)

WHAT IS A RESOURCE?

Region: Africa
Topic: Development/Social Change
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $6.50

Four lessons on some of today's development issues. An excellent starting point for the study of any third world region with a special reference to Africa. Highlights include defining "development", an elementary map reading to find Africa's mineral resources and simulating development planning in a third world country.

CHINESE AMERICAN EXPERIENCE: SAN FRANCISCO

Region:	East Asia
Topic:	Ethnicity/Racism
Country:	United States
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Material
Cost:	$24.95

Students explore the history and present status of an American ethnic group. Examines student's perceptions of Chinese American. Lessons cover both Chinese American history and San Francisco Chinatown.

ALL IN THE FAMILY: CHINA OLD AND NEW

Region:	East Asia
Topic:	Development/Social Change
Country:	China
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$6.95

Students investigate ideals underlying family relations in both traditional and modern China. Perceptive and analytical skills are used in creating stories to describe slides depicting family relationships. (7 slides included)

BROKEN SQUARES

Region:	East Asia
Topic:	Development/Social Change
Country:	China
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$2.95

This activity helps students explore the concept of cooperation and relates it to social organizations in general and to present-day Chinese society, its educational and family systems.

CHINA RESOURCES: A GUIDE FOR THE CLASSROOM

Region:	East Asia
Country:	China
Grade Level:	All
Cost:	$15.95

An extensive guide to resource centers offering China-related teaching materials and services. Includes chapters on selected printed resources, recent audio-visual materials, and materials on Chinese Americans. A valuable tools for libraries and teachers.

CHINESE CALLIGRAPHY

Region:	East Asia
Country:	China
Grade Level:	Middle/High School
Subject:	Language Arts
Medium:	Curriculum Package
Cost:	$2.95

Introduces the ancient art of calligraphy through step-by-step instructions for writing simple Chinese characters.

CONTEMPORARY LIFE IN RURAL CHINA

Region:	East Asia
Topic:	Economics/Trade
Country:	China
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$34.95

Provides an intimate view of rural family life in Southern China through slides. The unit focuses on the division of labor and is in four parts: *Introduction to Starwood Village, The Grandmother's role, Parental roles, Socialization of the Children.*

DEBRIEFING "STARPOWER" ON CHINA

Region: East Asia
Topic: Development/Social Change
Country: China
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $2.95

Guidelines for debriefing the simulation "Starpower" in a manner that clearly makes an analogy to the pre-revolutionary situation in China. The activity itself is available from Simile II.

DEMYSTIFYING THE CHINESE LANGUAGE

Region: East Asia
Country: China
Grade Level: All
Subject: Foreign Language
Medium: Curriculum Package
Cost: $19.95

Students remove the strangeness often experienced in a first encounter with the Chinese written language by exploring the origins and development of Chinese pictographic and ideographic script and deciphering Chinese characters. No prior knowledge of Chinese is required. Published jointly with CTIR.

DISCOVERING MARCO POLO

Region: East Asia
Country: China
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Material
Cost: $12.95

Readings of Marco Polo's Europe, Marco Polo in China, and the Mongols. Students use primary sources to analyze different perspectives and develope geography skills and media literacy.

ECONOMIC CHOICES: CHINA AFTER MAO

Region: East Asia
Topic: Development/Social Change
Country: China
Grade Level: High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $21.95

Examines free market and planned economic systems, and China's effort to supplement its planned economy with market mechanisms. Includes slides, source and background materials, handouts and exercises to familiarize students with the use of statistics.

EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA

Region: East Asia
Country: China
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $19.95

Investigates the role of education in society and in the People's Republic of China. Students make comparisons with educational issues in the US. Activities include an educational policy-making exercise.

INTERNATIONAL TRADE AND PROTECTIONISM

Region: East Asia
Topic: Economics/Trade
Country: China
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $13.95

An introduction to both general and U.S.-Taiwan trade issues. Focuses on Economic interdependence, principles of trade, free trade versus protectionism, and a case study of U.S.-Taiwan textile trade. Activities include data collection, a simulation, and a role play debate.

MISUNDERSTANDING CHINA

Region:	East Asia
Topic:	Ethnicity/Racism
Country:	China and Japan
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$2.95

Recommended as an introduction to China and/or the exploration of stereotypes. Supplements the film documentary of the same name, which examines the history of American attitudes toward China and the Chinese.

RURAL DEVELOPMENT IN CHINA

Region:	East Asia
Topic:	Development/Social Change
Country:	China
Grade Level:	High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$10.95

Introduces China's post-1949 rural development experience. Explores the role of agriculture in developing countries, China's recent history and development strategies. Four lessons examine land redistribution, the commune system and the present Contract responsibility system.

TEACHING ABOUT CHANGING CHINA

Region:	East Asia
Topic:	Development/Social Change
Country:	China
Cost:	$5.95

A special reprint from *Social Education*, February 1986. Includes feature articles, interviews, lesson plans, resources and check list.

TRADITIONAL CHINESE CELEBRATIONS: CONTINUITY AND CHANGE IN TAIWAN

Region:	East Asia
Topic:	Ethnicity/Racism
Country:	China
Grade Level:	Elementary/Middle School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$19.95

Introduces four important Chinese celebrations: The Lantern, Tomb Sweeping, Dragon Boat and Moon Festivals. Encourages recognizing commonalities and differences between American and Chinese cultural traditions.

VALUES IN CONFLICT: LITERATURE ON CHINESE YOUTH

Region:	East Asia
Topic:	Development/Social Change
Country:	China
Grade Level:	High School
Subject:	Language Arts, Social Studies
Medium:	Curriculum Package
Cost:	$12.95

Explores the value orientations of Chinese youth in the late 1980's. Eight lessons feature a lively collection of biographies, short stories, and plays by Chinese writers and American teachers.

THE ANATOMY OF CONFLICT

Region:	Global
Topic:	Peace
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$12.95

In this general introduction to conflict and it's resolution/management on personal, group, and world levels, students will analyze the characteristics and mechanisms of conflict. Slides assist students in writing definitions of "conflict".

CHOICES IN INTERNATIONAL CONFLICT

Region: Global
Topic: Peace
Grade Level: High School
Subject: Social Studies, Language Arts
Medium: Curriculum Package
Cost: $14.95

This introduction to the causes and consequences of war and non-violent means of conflict, resolution, and management; uses case studies of the Falklands/Malvinas crisis and Camp David accords, and introduces the ideas of Gandhi.

BIBLIOGRAPHY OF NUCLEAR AGE EDUCATIONAL RESOURCES

Region: Global
Topic: Peace
Grade Level: All
Cost: $15.95

This annotative bibliography is a descriptive guide to curriculum materials, text and reference books, articles, and other bibliographies (including audio visual) available on security and conflict issues and nuclear age education. Advocacy positions, grade level, and information on availability are noted.

NUCLEAR ARMS EDUCATION IN SECONDARY SCHOOLS

Region: Global
Topic: Peace
Medium: Reference
Cost: $1.00

This Wingspread Conference report for teachers focuses on building rationale and framework for nuclear education. Guidelines are suggested.

SURVIVAL AND AFTERWARD

Region: Global
Topic: Peace
Grade Level: High School
Subject: Language Arts/Social Studies
Medium: Curriculum Package
Cost: $10.95

Compares issues of war and peace in different cultures' literature and the relationship between ancient and modern literature. Focuses on "By the Waters of Babylon" and biblical selections about Babylonian captivity. Part of the *Literature of War and Peace* series.

". . . WHAT THEY ARE RUNNING FROM, AND TO, AND WHY"

Region: Global
Topic: Peace
Grade Level: High School
Subject: Social Studies/Language Arts
Medium: Curriculum Package
Cost: $8.50

Students analyze symbols, a political cartoon, and two modern fables by James Thurber. Introduces the terms and process of literary analysis. Part of the *Literature of World and Peace* series.

CASTLETOWNS: AN INTRODUCTION TO TOKUGAWA JAPAN

Region: East Asia
Country: Japan
Grade Level: Middle/High School
Subject: History, Social Studies
Medium: Curriculum Package
Cost: $29.95

Slides, supporting material and activities guide students through this historical survey of Japanese castles and the towns that grew up around them. Provides a good comparison to European feudalism.

DISCOVERY BOX: EXPLORING JAPAN THROUGH ARTIFACTS

Region: East Asia
Country: Japan
Grade Level: All
Subject: Social Studies
Medium: Curriculum Package
Cost: $5.95

Students are engaged in a study of Japan through the use of everyday objects used by Japanese children today.

THE GLOBAL PRODUCT: INTERNATIONALIZATION OF THE AUTO INDUSTRY

Region: East Asia
Topic: Economics/Trade
Country: Japan
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $9.95

Examines automobile manufacturing processes and decisions regarding international production. Students role play effects on various interest groups.

THE HAIKU MOMENT: SEEING THE WORLD IN A GRAIN OF SAND

Region: East Asia
Country: Japan
Grade Level: All
Subject: Language Arts/Social Studies
Medium: Curriculum Package
Cost: K-6th $15.95 (12 slides); 7-12th $20.95 (22 slides)

Writing activities accompanied by slides and a cassette tape of Haiku and Japanese music introduce students to the world of Japanese Aesthetics and poetry.

AN INTRODUCTION TO INTERNATIONAL TRADE: FOCUS ON JAPAN AND THE U.S.

Region: East Asia
Topic: Economics/Trade
Country: Japan
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $12.95

Students learn the importance of international trade as it relates to their own lives through a series of activities introducing the mechanics of trade and the U.S.- Japan trade relationship.

INTRODUCTION TO INTERNATIONAL TRADE (INTERCOM #108)

Region: East Asia
Topic: Economics/Trade
Country: Japan
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $7.50

An activity oriented approach to international trade. Focuses on the U.S.- Japan trade relationship and examines why nations trade, effects of trade, global production systems, and alternative government policies. Published jointly with *Global Perspectives in Education.*

INTRODUCTION TO JAPANESE: HIRAGANA

Region: East Asia
Country: Japan
Grade Level: Middle/High School
Subject: Language Arts
Medium: Curriculum Package
Cost: K-6th $9.95; 7-12th $10.95

An introduction to the Japanese writing syllabary and to the sounds of the Japanese language. Also includes a pronunciation tape.

RIO BLANCO: LAND USE IN HIGHLAND GUATEMALA

Region:	Latin America
Topic:	Development/Social Change, Government
Country:	Guatemala
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$16.95

The life and problems of the rural Mestizo of the Guatemalan Highlands are examined through slides. Discussion questions are in English and Spanish.

SCARCITY AND SURVIVAL IN EL SALVADOR

Region:	Latin America
Topic:	Development/Social Change
Country:	El Salvador
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Curriculum Package
Cost:	$29.95

Informs teachers and students about social and economic conditions in rural El Salvador and encourages critical analysis of media coverage.

TWO VISIONS OF THE CONQUEST

Region:	Latin America
Topic:	Colonialism
Country:	Mexico
Grade Level:	Middle/High School
Subject:	Social Studies/Language Arts
Medium:	Curriculum Package
Cost:	$18.95

Uses primary sources about the conquest of Mexico to understand historical bias, differences between factual and value statements and multiple perspectives.

U.S.- MEXICO ECONOMIC INTERDEPENDENCE

Region:	Latin America
Topic:	Economics/Trade
Country:	Mexico
Grade Level:	High School
Subject:	Social Studies
Medium:	Curriculum Material
Cost:	$9.95

Emphasizes contemporary issues of trade and finance. Students will analyze multiple perspectives, debate the concept of offshore assembly plants, and role play monetary devaluation.

JAPANESE AND CHINESE EXERCISES

Region:	East Asia
Country:	Japan and China
Grade Level:	All
Subject:	Physical Education, Social Studies
Medium:	Curriculum/Activities
Cost:	$7.95

Simple stretches and warm-up exercises done to music. Includes a two-sided cassette tape and separate manuals for Japanese radio exercises and for Chinese four-minute exercises.

JAPAN MEETS THE WEST: A CASE STUDY OF PERCEPTIONS

Region:	East Asia
Topic:	Ethnicity/Racism
Country:	Japan
Grade Level:	Middle/High School
Subject:	Art/Social Studies
Medium:	Curriculum Package
Cost:	$21.95

Cultural perceptions are examined through Japan's early contact with the West. Includes slides, primary source readings and classroom activities. Published jointly with the Center for Teaching International Relations.

THE RABBIT IN THE MOON: FOLKTALES FROM CHINA AND JAPAN

Region: East Asia
Country: Japan and China
Grade Level: Elementary School
Subject: Language Arts/Social Studies
Medium: Curriculum Package
Cost: $34.95

A cross-cultural investigation of eight Chinese and Japanese folktales designed to interest students in China and Japan. Two Japanese folktales have optional slides. Students create their own folktales as a final activity.

SHOGUN: A GUIDE FOR CLASSROOM USE

Region: East Asia
Country: Japan
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $5.95

Includes historical and contemporary classroom activities, a Japanese glossary, comparative chronology (1400-1650) and synopsis of the TV mini-series.

COFFEE CONNECTIONS

Region: Latin America
Topic: Economics/Trade
Country: Brazil and U.S.
Grade Level: High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $12.95

The case of the international coffee industry in California and Brazil is used to dramatize basic economic concepts, including: commodities, economic sectors and terms of trade.

CONTRASTING URBAN LIFESTYLES IN BRAZIL

Region: Latin America
Country: Brazil
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $29.95

Universals of world cultures such as, environment, nutrition, education, family life, religion and the history and culture of Brazil are described. Maps, charts, and activities are included.

LAIN AMERICAN CONTENT

Region: Latin America
Medium: Reference
Cost: $2.95

List of recommendations and guidelines for evaluating teaching materials on Latin America.

LATIN AMERICAN FOLKTALES

Region: Latin America
Grade Level: Elementary/Middle School
Cost: $2.95

Annotated bibliography of Latin American folktales divided into grades K-5 and 6-9.

LATIN AMERICAN VISUAL ART TODAY

Region: Latin American
Grade Level: Middle/High School
Subject: Art, Language Arts/Social Studies
Medium: Curriculum Material
Cost: $19.95

New images of Latin America's painting, sculpture and graphic arts introduced through five interdisciplinary activities. Includes slides of regional art from several countries of Latin America.

MAPPING LATIN AMERICA

Region: Latin America
Grade Level: Middle/High School
Subject: Social Studies
Medium: Curriculum Package
Cost: $8.95

Provides an introduction to important geographical concepts and terms. Teaches students about the basic physical and political geography of Latin America through self-contained interactive lessons.

MEXICO VISTO POR SUS NINOS

Region: Latin America
Country: Mexico
Grade Level: Primary/Middle School
Subject: Social Studies/Language Arts
Medium: Curriculum Package
Cost: $17.95

Provides context for cultural universals and specifics, and a model for Language Arts enrichment. Include Spanish and English poetry lessons, slides of Mexican childrens' art, and a cassette tape of children's writing.

NATIONAL RESOURCE LIST FOR TEACHING ABOUT LATIN AMERICA

Region: Latin America
Medium: Reference
Cost: $3.95

Annotated bibliography for educators includes relevant curriculum, simulations, games, arts activities, newsletters and resource organizations.

MARYKNOLL WORLD VIDEO SERIES

Maryknoll World
Maryknoll, NY 10545

CENTRAL AMERICA CLOSE UP, PART I

Region: Latin America
Topic: Development and Social Change
Countries: Guatemala, El Salvador
Grade Level: Secondary
Subject: Social Studies
Medium: Film/Video
Cost: $19.95

Guatemala: Jeramias -- An Indian teenager is forced to flee from violence in his village. Now in the city, he is torn by bitter memories and adapting to new values.

El Salvador: Flor -- When soldiers obliterate her village and kill her father and brother, Flor and the rest of her family relocated to temporary shelter in the city. As part of a youth group she now works for a more peaceful society. (28 minute video)

CENTRAL AMERICA CLOSE UP, PART 2

Region: Latin America
Topic: Development and Social Change
Countries: Honduras and Nicaragua
Grade Level: Secondary
Subject: Social Studies
Medium: Film/Video
Cost: $19.95

Honduras: Carlos -- Poverty has not kept Carlos from studying to be a teacher. Through a theatre group he reaches out to neighbors displaced by war and economic development.

Nicaragua: Balty -- A young medical student works in a war zone near the Honduran border. She finds excitement relating her faith to a political commitment in a revolutionary society. (28 minute video)

GENERATIONS OF A CHINESE FAMILY

Region: East Asia
Country: China
Grade Level: Secondary
Subject: Social Studies
Medium: Film/Video
Cost: $19.95

A warm and unforgettable portrait of a contemporary Chinese family as they embrace traditions and meet new challenges. Doctor Shen Facheng, a traditional Chinese doctor, introduces us to his wife, mother, children, and grandchildren. Together they relate their family history and share with the viewer an intimate glimpse of their daily lives. (28 minute video)

PHILIPPINE DIARY

Region: Oceania
Topic: Development/Social Change
Grade Level: Secondary
Subject: Social Studies
Medium: Film/Video
Cost: $19.95

Four vignettes of Philippine life dramatize the conditions which led to the peaceful revolution and which must be improved if the new government is to succeed. The slum dwellers of Manila, the prostitutes near a United States military base, the tenant farmers on the Island of Negroes, and the peasants bypassed by the march of development on the island of Mindanao. (28 minute video)

RICARDO MONTALBAN'S SOUTH AMERICA

Region: Latin America
Grade Level: All
Subject: Social Studies
Medium: Film/Video
Cost: $19.95

Although poverty and suffering are associated with Latin America, it is a continent rich in culture and beauty. This film is a graphic tour of several countries south of the Panama Canal, capturing dozens of attractive images, but with special emphasis on music and dance. (28 minute video)

FROM SUN UP

Region:	Africa
Topic:	Women
Country:	Tanzania
Grade Level:	Middle/High School
Subject:	Social Studies
Medium:	Film/Video
Cost:	$19.95

Produced by a Tanzanian woman, Flor M'mbugu, shot in Tanzania with an all-African crew. *From Sun Up* is a beautifully photographed work. It portrays the woman's multiple roles as provider, mother, water-carrier, wood gatherer, cook, and entrepreneur. Finally, it dramatically illustrates that the source of her hope and her sense of the future lies in women's support of each other.

LERNER PUBLICATIONS

21 First Avenue North
Minneapolis, MN 55401

Visual Geography Series

ARGENTINA IN PICTURES

Region:	Latin America
Country:	Argentina
Grade Level:	Middle/High School
Subject Area:	Geography/Social Science
Medium:	Non-fiction
Cost:	$9.95

Argentina, the second largest Latin American country, stretches from the tropics to the brink of the Antarctic. Vivid photos and a simple text describe its wide variety of immigrant European populations as well as the criollos and Indians.

BOLIVIA IN PICTURES

Region:	Latin America
Country:	Bolivia
Grade Level:	Middle/High School
Subject Area:	Geography/Social Science
Medium:	Non-fiction
Cost:	$9.95

Bolivia is landlocked, mountainous, and scenic. This economically and politically unstable nation, however, has suffered coups and counter-coups throughout the twentieth century. This informative book examines Bolivia's ongoing struggle.

BRAZIL IN PICTURES

Region:	Latin America
Country:	Brazil
Grade Level:	Middle/High School
Subject Area:	Geography/Social Science
Medium:	Non-fiction
Cost:	$9.95

Brazil is the superpower of South America. It brings a great agricultural capacity, a strong industrial base, and a talent for organization to its greatest future challenge: Making the vast Amazon Basin productive without endangering the worldwide ecological balance.

CHILE IN PICTURES

Region:	Latin America
Country:	Chile
Grade Level:	Middle/High School
Subject Area:	Geography/Social Science
Medium:	Non-fiction
Cost:	$9.95

Chile is a long, narrow valley cradled between the Andes and a smaller mountain range. This book brings to life a land of vast mineral resources, June to September snow skiing, and a climate ranging from dry to freezing.

COLOMBIA IN PICTURES

Region: Latin America
Country: Colombia
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

The strong-willed Colombians who defied terrorist threats and thronged to ballot boxes in a recent presidential election bring great resources to their struggle against the drug-runners and guerrilla violence.

COSTA RICA IN PICTURES

Region: Latin America
Country: Costa Rica
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Stable, peaceful, and prosperous, Costa Rica stands apart from its Central American neighbors in many ways. Yet it bears the strain of preserving its way of life in one of the world's most volatile regions.

COTE D'IVOIRE IN PICTURES

Region: Africa
Country: Ivory Coast
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

One of the most stable of the West African nations, the Cote D'Ivoire (Ivory Coast) faces the challenges of a stagnated economy, substandard health conditions, and an aging president who refuses to name a successor.

CUBA IN PICTURES

Region: Latin America
Country: Cuba
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Cuba was first discovered by Columbus in 1492. Bright new photos and clear concise text examine Cuba's eventful history, including its enigmatic leader, Fidel Castro, whose 1959 revolution brought change to every level of Cuban society.

DOMINICAN REPUBLIC IN PICTURES

Region: Latin America
Country: Dominican Republic
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Its capital, Santo Domingo, is the western hemisphere's oldest city, but the Dominican Republic would rather forget other aspects of its history - repeated dictatorships, rebellions, and occupations by foreign troops. A revival of democratic self-rule at last makes the outlook hopeful for this fertile Caribbean nation.

ECUADOR IN PICTURES

Region: Latin America
Country: Ecuador
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Iguana-covered rockscapes in the Galapagos Islands, a springlike climate at the equator, and a capital city designated by the United Nations as a world historical treasure are merely part of Ecuador's diverse profile.

EL SALVADOR IN PICTURES

Region: Latin America
Country: El Salvador
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Torn by civil war, burdened by a history of economic inequity, and struggling to steer a middle course, El Salvador is one of the hottest of Central America's hot spots. Today's conflict is rooted in the country's history, which is lucidly explained in this book.

GUYANA IN PICTURES

Region: Latin America
Country: Guyana
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

A third of the Guyanese are Hindu, Cricket is the national sport, and filigreed Victorian mansions built below sea level are protected by 300-year-old sea walls. All the color of Guyana's cultural interplay is captured in vivid photos and expertly written text.

HAITI IN PICTURES

Region: Latin America
Country: Haiti
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Volatile Haiti is now free of Duvalier despotism, but free to do what? A valuable up-to-date examination of Haiti's dilemma is accented by photos of one of the most fascinating cultures in the Western Hemisphere.

HONDURAS IN PICTURES

Region: Latin America
Country: Honduras
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Honduras is a beautiful land, a poor land, and a strategic spot in troubled Central America. The Hondurans' deep love for their homeland has dampened the pain of poverty, but they now find their beloved mountainsides crossed intermittently by as many as five armies -- all fighting other people's wars.

ISRAEL IN PICTURES

Region: Middle East
Country: Israel
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Historically connected to Judaism, Christianity, and Islam, few places excite more opinions than Israel. A nation since 1948, Israel has been at war for much of its 40-year history. This book introduces readers to the problems Israel faces as well as to its many achievements.

JAMAICA IN PICTURES

Region: Latin America
Country: Jamaica
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

In Jamaica, *voodoo* coexists with Christianity, and the production of bauxite rivals tourism as the mainstay of the economy. The vibrant culture of this island paradise, which exports both bananas and reggae music, is explored in this colorful book.

KENYA IN PICTURES

Region:	Africa
Country:	Kenya
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

A melting pot of African ethnic groups, Kenya has proved its national motto -- *Harambee*, Swahili for "pull together" -- by creating a stable, dynamic nation from diverse peoples.

NICARAGUA IN PICTURES

Region:	Latin America
Country:	Nicaragua
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

Nicaragua is the largest country in Central America. This book takes an objective look at the Somoza-Sandinista turmoil of the twentieth century and depicts the country's natural beauty and varied history.

NIGERIA IN PICTURES

Region:	Africa
Country:	Nigeria
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

With over 250 ethnic groups, Nigeria is a country of richly diverse languages and traditions that have caused many tensions. Nigeria now seeks to establish a democratic government with a voice for each of the nation's many peoples.

PANAMA IN PICTURES

Region:	Latin America
Country:	Panama
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

Geographically, Panama links the Northern and Southern Hemispheres through its 40-mile canal. The only waterway connecting the Pacific and Atlantic Oceans. This book chronicles the long collaboration between Panama and the United States, as well as Panama's own rich heritage.

PUERTO RICO IN PICTURES

Region:	North America/Latin America
Country:	United States
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

Verdant, tropical Puerto Rico may one day become the 51st state of the U.S. -- and the only one with Spanish as its official language. Color photos capture the Caribbean grace of this US commonwealth.

SENEGAL IN PICTURES

Region:	Africa
Country:	Senegal
Grade Level:	Middle/High School
Subject Area:	Geography/Social Studies
Medium:	Non-fiction
Cost:	$9.95

Strategically placed, Senegal is a nation with a varied history that has been shaped by both Muslims and Europeans--especially by the French. Yet Senegal is a decidedly African country and struggles to rebuild its economy following the disastrous drought of the 1970s and 1980s.

SOUTH AFRICA IN PICTURES

Region: Africa
Country: Republic of South Africa
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Apartheid casts a long and horrific shadow over South Africa's recent history. This book's clear text and current photos examine not only this issue, but also South Africa's wealth of natural resources, beautiful countryside, and the multi-ethnic character of its people.

VENEZUELA IN PICTURES

Region: Latin America
Country: Venezuela
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

More than just an oil power, Venezuela exercises its democratic strength to promote peace among its neighbors. Color photos of a surprising landscape - the world's longest waterfall, Andean ski resorts, and broad Caribbean beaches-make for a lively portrait of one of the western hemisphere's most influential nations.

ZIMBABWE IN PICTURES

Region: Africa
Country: Zimbabwe
Grade Level: Middle/High School
Subject Area: Geography/Social Studies
Medium: Non-fiction
Cost: $9.95

Zimbabwe has survived racial conflict and the fight for independence. This book's striking photos and updated text examine the nation's travails, as well as its wealth of mineral resources and its strong multiracial society.

Easy Menu Ethnic Cookbook Series

COOKING THE CARIBBEAN WAY

Region: Caribbean
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

Presents a history of Caribbean cooking and recipes for daily menus. Caribbean cuisine is just what you'd expect to find on lush, tropical islands. Spicy, hearty, and always fresh, it is based on a wide variety of seafood, vegetables, and exotic fruits like plantains, mangoes, and papayas. Readers will get a taste of the islands with such dishes as callaloo, stamp and go, pepperpot stew, and peanut punch.

COOKING THE CHINESE WAY

Region: East Asia
Country: China
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

Basic Chinese cooking becomes simple when readers follow Ling Yu's instruction for appetizers, soups, rice, main dishes, vegetables, and desserts.

COOKING THE ENGLISH WAY

Region: Europe
Country: United Kingdom
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

British by birth, the author of this book shares the customs and traditions she has always known. Recipes for breakfasts, lunches, tea-times, and dinners accompany discussions of each of these British "institutions"

COOKING THE FRENCH WAY

Region: Europe
Country: France
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

French home cooking is delicious and nourishing. In this book, the author provides clear directions for making basic sauces, entrees, soups, breads, and desserts.

COOKING THE GERMAN WAY

Region: Europe
Country: Germany
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

A professional cook of German cuisine shares the traditional foods of her native country and describes the special dishes of each region. she includes recipes for spatzle, red cabbage, cod with mustard sauce, sauerbraten, and such delicious desserts as apple cake and black forest torte.

COOKING THE GREEK WAY

Region: Europe
Country: Greece
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

A compact, easy-to-follow ethnic cookbook that contains introductory material on Greek customs and menus in addition to more than 20 illustrated recipes for Greek main dishes, appetizers, and desserts. Although geared to younger cooks, this is suitable for teenagers.

COOKING THE HUNGARIAN WAY

Region: Europe
Country: Hungary
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

A resident of Hungary introduces readers to the cooking of her central European country. She shows how paprika, sour cream, poppy seeds, and other typically Hungarian ingredients are used in such traditional dishes as goulash, chicken soup, stuffed green peppers, breaded pork chops, and a variety of delicious strudels.

COOKING THE INDIAN WAY

Region: South Asia
Country: India
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

An introduction to the cooking of India featuring such traditional recipes as lamb kebabs, yogurt chicken, pumpkin curry, and apple chutney. Also includes information on the geography and customs of the Indian people.

COOKING THE ISRAELI WAY

Region: Middle East
Country: Israel
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

This book introduces the history and geography of Israel and briefly describes life there today. Special cooking terms, utensils, and ingredients are also included. There are recipes for traditional dishes such as cheese blintzes, falafel and a Passover meal.

COOKING THE ITALIAN WAY

Region: Europe
Country: Italy
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

Readers will love making their favorite Italian foods. The author, owner of a popular restaurant, suggests typical Italian menus and shares easy recipes for making such specialties as antipasto, minestrone, and of course, pizza.

COOKING THE JAPANESE WAY

Region: East Asia
Country: Japan
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

This is an introduction to the food of Japan. The author first discusses the characteristics of Japanese cooking. She then enumerates special cooking utensils and terms. Recipes include broiled chicken teriyaki and sukiyaki, a one-pot dish.

COOKING THE KOREAN WAY

Region: East Asia
Country: Korea
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

Delicious, healthful Korean cuisine is based on five colors -- red, green, yellow, white, and black -- and five flavors -- salty, sweet, sour, hot, and bitter. Fresh vegetables and a variety of seasonings, including sesame seeds and garlic, are important to Korean cooking, as is the steaming hot rice that is the center of every meal. Included are recipes for cold cucumber soup, deep-fried chicken wings, bulgogi, and the famous Korean pickled vegetable called kimchi.

COOKING THE LEBANESE WAY

Region: Middle East
Country: Lebanon
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

Offers recipes for kabob, tabouleh, and a cracked wheat pilaf, among others. Also includes information on the history, geography, customs, and people of this Middle Eastern country.

COOKING THE MEXICAN

Region: Latin America
Country: Mexico
Grade Level: Middle/Secondary
Subject Area: Social Studies/Home Economics
Cost: $9.95

With Rosa Coronado's complete menus and easy recipes, readers will be able to serve their families and friends any meal or snack in true Mexican style. Included are recipes for enchiladas, nachos, and guacamole, as well as traditional meat and vegetable dishes, sauces, soups, and desserts.

COOKING THE NORWEGIAN WAY

Region: Europe
Country: Norway
Grade Level: Secondary/Middle
Subject Area: Social Studies and Home Economics
Cost: $9.95

This appetizing introduction to Norway features a smorgasbord of sandwiches as well as recipes for such traditional fare as fruit soup, Christmas bread, and rice pudding.

COOKING THE POLISH WAY

Region:	Europe
Country:	Poland
Grade Level:	Secondary/Middle School
Subject:	Social Studies, Home Economics
Cost:	$9.95

An introduction to the cooking of Poland, featuring traditional recipes for lunch, appetizers, dinner, and deserts. Also includes information on the geography, customs, and people of Poland.

COOKING THE RUSSIAN WAY

Region:	Union of Soviet Socialists Republics
Grade Level:	Secondary/Middle School
Subject:	Social Studies and Home Economics
Cost:	$9.95

Russian cuisine reflects the variety of peoples and climates that make up the U.S.S.R., the world's largest nation. The Russian-born authors of this book present recipes for such typical Russian dishes as blini with sour cream, fruit kompot, borscht, and the popular beef stroganoff and chicken kiev. Also provides information on the geography and history of the country.

COOKING THE SPANISH WAY

Region:	Europe
Country:	Spain
Grade Level:	Secondary/Middle School
Subject:	Social Studies, Home Economics
Cost:	$9.95

Olives, oranges, and other fruits that grow abundantly in Spain contribute to the unique style of Spanish cooking. Christian's easy menus for breakfast through dinner include step-by-step recipes for such typical Spanish dishes as paella.

COOKING THE THAI WAY

Region:	Southeast Asia
Country:	Thailand
Grade Level:	Secondary/Middle School
Subject:	Social Studies and Home Economics
Cost:	$9.95

The spicy and rich-tasting foods of Thailand are characterized by a unique combination of sweet, sour, and salty flavors. The owner of several Thai restaurants joins with an amateur gourmet cook to present a variety of soups, salads, and main dishes that use such familiar foods as pork, chicken, shrimp, cucumbers, eggs, and coconut in new ways.

COOKING THE VIETNAMESE WAY

Region:	Southeast Asia
Country:	Viet Nam
Grade Level:	Secondary/Middle School
Subject:	Social Studies and Home Economics
Cost:	$9.95

An introduction to the cooking of Viet Nam featuring such recipes as spring roles, sweet and sour soup, and Vietnamese fried rice. Also includes information about the land, history, and holidays of this Southeast Asian country.

Families the World Over Series

AN ABORIGINAL FAMILY

Region: Oceania
Country: Australia
Grade Level: Elementary School
Subject: Social Studies
Cost: $8.95

In a straightforward manner, the author describes the housing, food, education, recreation, and ceremonial life for the 80 people who live in Minyerri, a former cattle station 372 miles from Darwin.

AN ARAB FAMILY

Region: Middle East
Grade Level: Elementary School
Subject: Social Studies
Cost: $8.95

Mohammed and Zainab have nine children and live in a village on the coast of Oman, a country south of Saudi Arabia. The family has a very small farm with date, lime, banana, and mango trees. Their life has changed since oil was discovered in Oman.

A FAMILY IN AUSTRALIA

Region: Oceania
Country: Australia
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

David lives in Nhulunbuy in the Northern Territory of Australia. His father is a powder monkey at the mine, and David likes to watch the blasting. He also plays rugby and spends a lot of time at the Surf Club.

A FAMILY IN BOLIVIA

Region: Latin America
Country: Bolivia
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

"*A Family in Bolivia* is recommended for purchase... St. John gives a factual and well-written look at a way of life that has changed little in hundreds of years." -- *School Library Journal.*

A FAMILY IN BRAZIL

Region: Latin America
Country: Brazil
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Elaine and her brother and sister live with their parents on the outskirts of Sao Marcos. Her father owns a large truck which he uses to haul goods throughout Brazil during the week, but on Sundays the whole family is together.

A FAMILY IN CHILE

Region: Latin America
Country: Chile
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Tonio lives in Chile not far from Santiago, the country's capital. On a clear day he can see the snow on top of the Andes. Tonio's father trains young horses to be ridden in rodeos. When Tonio is older, he hopes to ride in the rodeo himself.

A FAMILY IN CHINA

Region: East Asia
Country: China
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Wang Chung Ling, 12 years old, lives in the countryside. Her family is part of a production team of about 200 people. The family earns money and food by working on large pieces of communal land.

A FAMILY IN EGYPT

Region: Middle East
Country: Egypt
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Ezzat, 10 years old, lives in Om Khenan, a village on the banks of the Nile. Ezzat and his parents and sister share a house with his grandparents, uncles, aunt, and cousins. Ezzat's father is a camel driver.

A FAMILY IN ENGLAND

Region: Europe
Country: United Kingdom
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Peter McKee is 13 years old and lives near Cambridge. His father is a timber broker, buying wood from the Far East and selling it in Europe. His mother works in an office of the justice of the peace and keeps a big garden at home. Peter's favorite sport is cricket.

AN ESKIMO FAMILY

Country: Greenland
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Otto Simigak, a 12-year old Polar Eskimo boy, lives in the world's most northern village, Siorapaluk, in Greenland. His father hunts walrus, seals, polar bears, and whales. Otto's family lives in a two-room wooden house that they heat with a coal stove.

A FAMILY IN FRANCE

Region: Europe
Country: France
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Pascal, 10, and Stephanie, 8, live with their parents in a high-rise apartment in Rennes. Their father is a mail carrier and their mother works in the market. When they are not in school, Pascal and Stephanie like to play soccer, skate, and swim.

A FAMILY IN HONG KONG

Region: East Asia
Country: Hong Kong
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Yik Ming is 10 and lives in Kowloon, Hong Kong. He attends the local Buddhist school. Yik Ming's father works in printing company. Every year, his father goes to China to visit relatives. Yik Ming would like to join him some day.

A FAMILY IN HUNGARY

Region: Europe
Country: Hungary
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Anna Szededy-Masztak is 12 years old and lives with her parents and younger sister, Zsuzsa in Budapest. Her father is a lecturer in literature at a Budapest university, and her mother writes children's books. They live in a house in the city but have a nice garden.

A FAMILY IN INDIA

Region: South Asia
Country: India
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Sakina, 10, lives in northern India. Sakina's father is a weaver, and her mother spins thread for him to weave. After school, Sakina and her younger brother help out with family chores.

A FAMILY IN IRELAND

Region: Europe
Country: Ireland
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

This follows the day-to-day activities of a well-situated Irish family in the Gaeltacht, an area around Galway in which the old Gaelic language and traditions are strong.

A KIBBUTZ IN ISRAEL

Region: Middle East
Country: Israel
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Tal Niv is 10 years old and lives on Kibbutz Erez in Israel. Tal sleeps in his family's house at night, but during the day he lives in a Children's House with all his friends. Tal likes looking after the animals on the kibbutz farm.

A FAMILY IN ITALY

Region: Europe
Country: Italy
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Francesca lives in a modern apartment building in Grassina, near Florence. Her father works in a factory and her mother makes dresses at home. She likes to visit her grandparents who live on a farm.

A FAMILY IN JAMAICA

Region: Latin America
Country: Jamaica
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Dorothy Samuels lives in a small village in Jamaica. Her grandfather runs the family farm and her father works on a sugar plantation. Every Saturday, Dorothy's family goes to the big market in Montego Bay, a nearby city to sell the fruits and vegetables they have grown.

A FAMILY IN KENYA

Region:	Africa
Country:	Kenya
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Salaama lives near the city of Mombasa with her father and her brother Philip. Her father works and she and Philip go to school. Her mother lives on their farm in the country with Salaama's youngest brother and sister. They get together for holidays.

A FAMILY IN LIBERIA

Region:	Africa
Country:	Liberia
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Kamu lives with his family in Mobuta, a village in the West African country of Liberia. His father is a weaver, but he also has a rice farm in the jungle. In the dry season, Kamu helps his family plant rice.

A FAMILY IN MEXICO

Region:	Latin America
Country:	Mexico
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Paula Maria Fosado lives in the state of Oaxaca, Mexico. Paula Maria's father sells art and craft items such as pottery and wood carvings. The Fosado's often attend Mexican rodeos. When she is older, Paula Maria would like to ride in women's events.

A FAMILY IN MOROCCO

Region:	Africa
Country:	Morocco
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Malika lives in Tangier, a port city in Morocco. Her dad is a weaver and her mother takes care of Malika and her six brothers and sister. The schools are not big enough for everyone to have class at the same time, so there is always someone at home to help with the work.

A FAMILY IN NIGERIA

Region:	Africa
Country:	Nigeria
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Thaddeus and his father belong to one of Nigeria's largest ethnic groups, the Yoruba. They follow Yoruba customs, but Thaddeus also attends St. Michael's Roman Catholic Primary School.

A FAMILY IN NORWAY

Region:	Europe
Country:	Norway
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Andrea Johansen lives in the fishing village of Drobak with her parents and her two brothers. Her father is a famous archaeologist. The whole family likes to go sailing on the fjords, and Andrea loves to ride horses.

A FAMILY IN PAKISTAN

Region:	South Asia
Country:	Pakistan
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Assim and his family live in Dhamial, a farming village in northern Pakistan. Assim would like to be an army officer some day, and he studies hard so he can go to military college.

A FAMILY IN PERU

Region:	Latin America
Country:	Peru
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Liliana gets home from school, she makes the clay beads which are sold in the family's pottery shop. Last year her class visited the Incan ruins of Machu Pichu.

A FAMILY IN SINGAPORE

Region:	East Asia
Country:	Singapore
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Chor Ling and her family live in a modern apartment in Singapore. Chor Ling's father is a taxi driver, and her mother babysits during the day. On weekends, Chor Ling and her brother often go to visit their grandmother in the country.

A FAMILY IN SOUTH KOREA

Region:	East Asia
Country:	Korea
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Yung Meelives in the Republic of Korea. At school she's busy practicing the Fan Dance. At home she likes to help in her father's orchard. Yung Mee is looking forward to the 1988 Summer Olympics in Korea.

A FAMILY IN SRI LANKA

Region:	South Asia
Country:	Sri Lanka
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Nimal lives with his family in Dorala, a village in Sri Lanka. Sri Lanka, a small island off the tip of India, is famous for growing cinnamon and tea. After school, Nimal often helps peel cinnamon branches and works on a rubber tree estate.

A FAMILY IN SUDAN

Region:	Africa
Country:	Sudan
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Dawalbeit lives in a village in the west of the Sudan. He has ten brothers and sisters, and on Saturdays they take turns helping in their father's stall at the market. Last year there was a drought and there wasn't much food. But this year the rains came.

A FAMILY IN THAILAND

Region:	South Asia
Country:	Thailand
Grade Level:	Elementary
Subject:	Social Studies
Cost:	$8.95

Phaiporn is 11 and lives in northern Thailand. She is learning to weave baskets from the bamboo that grows near her village. Her favorite class in school is mediation. When she's done with her homework, she likes to watch television or play hopscotch.

A FAMILY IN WEST GERMANY

Region: Europe
Country: Germany
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

Renate lives with her parents in a small town not far from Munich. Renate's father works at a Munich auto plant, and her mother stays home to take care of the apartment. On Saturday's, the whole family helps Renate's father build a new house.

A ZULU FAMILY

Region: Africa
Country: South Africa
Grade Level: Elementary
Subject: Social Studies
Cost: $8.95

An introduction to the system of Apartheid. Presents the life of an 11 year old Zulu girl and her family living in the homeland of Kwazulu in South Africa, describing the work of her relatives and neighbors, her chores and schoolwork, and her pride in her Zulu heritage.

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Cost: $69.95

How do I get there? Which way is north? What does this symbol mean? Your class will join two youngsters on a fantasy adventure as they learn about maps and how to use them. Map symbols will be compared with the real-life forms they represent. Students will learn about the cardinal directions and the

hemispheres. They'll learn about how to find rivers, swamps, highways, and cities using symbols. After this delightful journey, and with some practice, your students will be able to get "from here to there".(16 minute color video)

MAPS AND WHAT WE LEARN FROM THEM

Region: Global
Grade Level: Elementary
Subject Area: Geography and Social Studies
Medium: Film/Video
Cost: $85.95

Discover that maps reflect the face of the earth. Examine different types of maps. Learn about map legions, symbols, and coordinates. See how maps are used on the land, on the sea, and in the air. Compare early maps to modern maps. Find out how map makers project the round Earth onto flat paper. Three sound filmstrips. Running time 12-15 minutes:

Reading Maps
Using Maps
Making Maps

National Geographic Society Families of the World Series, Part I & II

FAMILIES OF THE WORLD SERIES, PART I: YUGOSLAVIA

Region: Europe
Grade Level: Primary/Middle School
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Travel to Yugoslavia, where Irena Janosevic lives with her family in the city of Bor. Both of her parents work in the huge copper manufacturing plant there. Through a visit to her grandparent's farm and a class trip to several cities and the Adriatic coast, you will see and learn a great deal about her life and her country. (18-minute color video)

FAMILIES OF THE WORLD SERIES, PART I: EAST GERMANY

Region: Europe
Grade Level: Primary/Middle School
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Journey to the town of Tabarz, where Martin Kollner lives with his father, who works in a rubber factory, and his mother is employed in the mayor's office. Learn about the academic and political education Martin receives and see how he spends his summer in a small East German town. (18-minute color video)

FAMILIES OF THE WORLD SERIES, PART I: WEST GERMANY

Region: Europe
Grade Level: Primary/Middle School
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Robert Booth lives in Stade, a town in northern West Germany with strong ties to the sea. Robert learns to sail so he can go help with his family's boat. You will go to school with Robert. His mother teaches at his school, while his father is a financial adviser. (18-minute color video)

FAMILIES OF THE WORLD SERIES, PART I: EGYPT

Region: Middle East
Grade Level: Primary/Middle School
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Exciting Cairo, Egypt's capital, is the home of Mohammed el Sayed. His father runs a laundry business, and Mohammed, his city, and his country. (17-minute color video)

FAMILIES OF THE WORLD SERIES, PART I: ISRAEL

Region: Middle East
Grade Level: Primary/Middle
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Meet Naama Greenfield, attend her school, and learn about her young nation. Explore Jerusalem with her and her father, an art professor born in the United States, and her mother, who studies and performs traditional Jewish songs of Yemen. (14-minute color video)

FAMILIES OF THE WORLD SERIES, PART II: SOVIET UNION

Region: USSR
Grade Level: Primary/Middle
Subject Area: Social Sciences
Medium: Film/Video
Cost: $172

Travel to Usbekistan, where 11-year-old Bakhtinisa Marov lives in the capital city of Tashkent. At school, Bakhtinaisa learns her native Uzbek language. She also studies Russian and English. Bakhtinisa joins in state-sponsored activities and helps younger students with their schoolwork--part of her educational responsibility. (15-minute color video)

FAMILIES OF THE WORLD SERIES, PART II: MEXICO

Region: Latin America
Grade Level: Primary/Middle
Subject Area: Social Sciences
Medium: Film/Video
Cost: $172

Attend the birthday party of Alejandra Prado Guerrero, who has just turned 13. Alejandra's hometown, Puebla, is an industrial center with a colonial heritage located near Mexico City. Go to school with Alejandra and meet her parents and brothers. (17-minute color video)

FAMILIES OF THE WORLD SERIES, PART II: JAPAN

Region: Asia
Grade Level: Primary/Middle
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

A fishing village on the Japanese island of Honshu is the home of 12-year old Yoshiko Matsuda. Visit her home and school, and meet her father, a high school English teacher, and her mother, and her mother a trained calligrapher. (16-minute color video)

FAMILIES OF THE WORLD SERIES, PART II: CENTRAL AMERICA

Region: Latin America
Country: Nicaragua
Grade Level: Primary/Middle
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Oswaldo Gaitan lives in Nicaragua, a country that is turbulent both geologically and politically. The active volcano near Oswaldo's home is a good subject for the 12-year-old, who is a gifted artist. Oswaldo receives instruction not only at school, but also from his art teacher. We meet Oswaldo's parents, a shoemaker and a seamstress, and accompany him to a lively street festival and baseball game. (16-minute color video)

FAMILIES OF THE WORLD SERIES, PART II: AUSTRALIA

Region: Oceania
Grade Level: Primary/Middle
Subject Area: Social Studies
Medium: Film/Video
Cost: $172

Visit 11-year-old Catherine Inall at home in Sydney and at school, then travel with her to remote Angledool Station, where she spends part of her Christmas Vacation with family friends. She explores their huge farm - the "station" - and, joins in when the younger son attends school... by two-way radio! (16-minute color video)

DOCUMENTARY EDUCATIONAL RESOURCES

101 Morse Street
Watertown, MA 02172

YANOMAMO OF THE ORINOCO

Region: Latin America
Grade level: All
Subject area: Social Studies
Medium: Film/Video
Cost: $150

The tape utilizes film footage from the extensive studies of Napoleon Chagnon and Timothy Asch. It was made to show land use in a South American rain forest. It depicts many of the daily activities of the Yanomamo Indians, such as slash-and-burn gardening, body decorating, gathering firewood, bathing in the river, and preparing for a feast. This program can be used with the Holt, Rinehart Databank Curriculum or tailored to individual teaching in content areas of geography, world cultures, and anthropology.

THE !KUNG SAN: TRADITIONAL LIFE

Region: SW Africa
Grade level: All
Subject area: Social Studies
Medium: Film/Video
Cost: $150

This video depicts traditional !Kung life by using vignettes from longer films in the !Kung San series. Footage selected shows tool-making technology, hunting and gathering, social life and children at play, and gives the viewer a feel for the vastness and beauty of the Kalahari.

GLOBAL PERSPECTIVES IN EDUCATION, INC.

45 John Street, Suite 1200 New York, NY 10038

GLOBAL PERSPECTIVES IN EDUCATION: HUMANITIES SERIES - THEMES FOR TEACHING U.S. HISTORY: CONFLICT AND CHANGE

Region: North America
Country: United States
Grade level: Secondary
Subject area: Social Studies/History
Medium: Curriculum
Cost: $5.00

Students use the themes of conflict and change as an organizing framework for studying key historical episodes in U.S. history. Covers colonial America, the American Revolution, the Civil War, the Industrial Revolution, and the Age of Technology.

INTERCOM SERIES #75: TEACHING GLOBAL ISSUES THROUGH SIMULATION: IT CAN BE EASY

Region: Global
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum/Activities
Cost: $1.50

Features that old favorite "The Road Game." Students will learn about competition and cooperation, teamwork and chaos, perception and misperception, and communication and conflict, as they gain insight into the development process. Includes helpful hints for improving your simulation techniques as well as information on other games.

INTERCOM SERIES #79 - Teaching Toward Global Perspectives II

Region: Global
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum Material
Cost: $1.75

Includes activities on a variety of important global education concepts such as conflict, interdependence, change, and development. Students practice collecting, using, and interpreting data in a "data-bank" exercise on modernization

INTERCOM SERIES #80 - America in the World

Region: Global
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum Material
Cost: $1.75

Students explore the changing nature of the American dream throughout history. Examines the nation's economic and political role in the world. Includes reading, discussion guides, simulation, and ideas for student research.

INTERCOM SERIES: Women and Men: Changing Roles in a Changing World

Region: Global
Topic: Women
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum Material
Cost: $1.75

Explores trends and tensions associated with changing roles in many parts of the world. Includes activities to help students examine the sources of our role expectations.

INTERCOM SERIES #82 - Environmental Issues and the Quality of Life

Region: Global
Topic: Environment
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum
Cost: $1.75

Students learn to assess the quality of life through selected readings and the use of data. Includes and urban planning simulation.

INTERCOM SERIES #83 - Shaping the Environment

Region: Global
Topic: Environment
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum Material
Cost: $1.75

Students learn to assess the many possible ecological consequences of their actions, both locally and globally. Includes ideas for a student-created environmental magazine.

INTERCOM SERIES #88 - Bridging Social Studies and Language Arts

Region: Global
Grade level: Secondary
Subject area: Social Studies/Language
Medium: Curriculum Material
Cost: $1.75

Activities focus on how the media, conversation, and various forms of literature are used to examine the ways we obtain and communicate ideas, opinions, and values.

INTERCOM SERIES #89 - GLOBAL PERSPECTIVES THROUGH ASIAN EXPERIENCES

Region: East Asia/South Asia
Grade level: Secondary
Subject area: Social Studies
Medium: Curriculum Material
Cost: $1.75

Students explore Asia through maps, news media, languages, art, and decision-making styles. An introduction to the cultures of Asian peoples encourages students to reexamine views of their own place in the world. Developed in cooperation with the Asia Society.

INTERCOM SERIES #90/91 - CULTURE'S STOREHOUSE: BUILDING HUMANITIES SKILLS THROUGH FOLKLORE

Region: Global
Grade level: Secondary
Subject area: Language Arts/Social Studies
Medium: Curriculum Material
Cost: $5.00

This sampling of folklore from around the world introduces students to common human themes such as ambition, trust, deceit, and harmony with nature. Lessons emphasize reading, writing, inquiry, and analytical skills, and include many follow-up activities.

We have set out on a quest for true humanity, and somewhere on the distant horizon we can see the glittering prize. Let us march forth with courage and determination, drawing strength from out common plight and our brotherhood.

-- Steve Biko
(1945-1977)

Global Horizons Project

Address: Room 285, Hills House South
University of Massachusetts
Amherst, MA 01003

Staff: David Styles, Coordinator
Jo-Anne Pach, Resource Staff

Telephone: (413) 545-0465

International Resource Center

Address: World Affairs Council
1655 Main Street
Springfield, MA 01101

Staff: Judy A. Hope, Resource Center Coordinator

Telephone: (413) 731-0110